DOCUMENT RESUME

ED 356 372 CE 063 457

TITLE	The Survivor's Guide to Learning. An Instructional Television Series Presented on South Carolina ETV.
INSTITUTION	South Carolina Educational Television Network Columbia.; South Carolina State Dept. of Education, Columbia. Office of Instructional Technology Development.
PUB DATE	92
NOTE	154p.
AVAILABLE FROM	Program Sales, ACCESS Network, 295 Midpark Way, S.E., Calgary, Alberta T2X 2A8, Canada (five video programs with student study guides).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Students; Distance Education; Educational Television; Information Seeking; Instructional Materials; Learning Strategies; Notetaking; Postsecondary Education; *Questioning Techniques; Recall (Psychology); *Study Skills; *Test Wiseness; *Time Management

ABSTRACT

This guide contains student self-study materials for five instructional television programs designed to assist adult students in developing their abilities to study and learn. The guide covers five theme areas: the power of questioning; time management; reading, note-taking, and recall; concentration; and preparation for examinations. The student study guide expands on the information presented in the corresponding television programs (available on videocassette) and provides a series of self-help exercises for student practice. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356372

THE SURVIVOR'S GUIDE TO LEARNING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E L Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

South Carolina ETV

Office of Instructional Technology Development
S.C. Department of Education
South Carolina ETV

CE063457

BEST COPY AVAILABLE

THE SURVIVOR'S GUIDE TO LEARNING

Format:

5 x 14:30 video programs with five student study guides

Audience:

Senior High/Post Secondary/Adult

Overview:

"The Survivor's Guide to Learning" is an integrated instructional package designed to assist adult students in developing their abilities to study and learn. The series covers five theme areas: the power of questioning; time management; reading, note-taking and recall; concentration; and exam preparation. Each topic is presented in video format using interviews with study-skills specialists and students who have mastered the techniques to demonstrate actual learning situations. The student study guides expand on the information presented in the videos and provide a series of self-help exercises for student practice. Students are encouraged to adapt the techniques used in the study guides to suit their own particular style or learning context. Produced by ACCESS NETWORK (1990).

288801 The Power of Questioning

Many students mistakenly believe that memorization is equivalent to learning. While memorization is required in some learning contexts, true learning involves many other processes such as synthesis, analysis and evaluation. This program shows students how to focus their thinking and approach learning material in an active rather than passive manner. The study guide takes students through a series of activities that are designed to help them become more effective questioners. (14:30)

288802 Time Management

Adult students often have to balance or juggle many demands on their time. This program illustrates how students can use time management principles to evaluate their current use of time, establish goals, set priorities, plan and assess results. The study guide offers students a chance to practice and fine tune their time management skills. (14:30)

288803 Reading, Note-taking and Recall

One of the most important skills for academic success is reading. Equally important is taking notes to condense and organize information for understanding and review. This program looks at procedures students can follow to better understand and recall information. The study guide contains a self-test checklist and allows students to practice the skills outlined in the video program.

288804 Concentration

Inability to concentrate is a frequent complaint with adult students, particularly when they are trying to manage a variety of roles and commitments in their lives. This program illustrates how to cope with internal and external distractions that interfere with concentration. The study guide provides further techniques in improving concentration and motivation. (14:30)

288805 Exam Preparation

Successful students must plan ahead for exams. This program prepares students to write exams by getting them to anticipate what will be on the exam, practice the skills that will be required and become confident in their understanding of the material. The study guide offers students additional practice in applying exam-writing strategies. (14:30)

"The Survivor's Guide to Learning" can be previewed or purchased by contacting:

Program Sales
ACCESS NETWORK
295 Midpark Way S.E.
Calgary, Alberta
T2X 2A8
Phone: (403) 256-1100
Fax: (403) 256-6837

ACCESS NETWORK

BEST COPY AVAILABLE

The Survivor's Guide to Learning

An instructional television series presented on South Carolina ETV
in cooperation with the
Office of Instructional Technology Development, S.C. Department of Education
(Equal Opportunity Employers)

Printed and distributed by South Carolina ETV
for use by South Carolina teachers

Reprinted 1992

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex, or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to: Personnel Director, 1429 Senate Street, Columbia, SC 29201 (phone: 803/734-8505).

THE POWER OF QUESTIONING

LESSON 1

TABLE OF CONTENTS

INTRODUCTION 1

- Getting the Most from This Package 2
- Video Index 3
- Self-Assessment 4

TYPES OF QUESTIONS 5

- Task Analysis 5
- Fact Finding 6
- Evaluating 8
- Generating New Ideas 16

CONCLUSION 23

INTRODUCTION

Any activity such as managing your time, preparing for an exam, writing an essay or beginning a home study course starts with a question. How can I work this in? What will I need to study? What should I address in the essay? What areas does this course cover? Asking the right questions can help **you** focus your thinking and get more out of your learning.

The video program entitled **THE SURVIVOR'S GUIDE TO LEARNING—The Power of Questioning** illustrates how fundamental and useful a questioning approach can be for finding your way through the learning process. This booklet accompanies the program and provides you with an opportunity to apply a questioning approach to a variety of situations and materials.

As the video demonstrates, questioning is a way to engage your mind, to focus your thinking and to approach learning material in an active rather than passive manner. Many of the suggested techniques found in this booklet you may already use. The questions outlined here are intended to be used as guidelines only, and you are encouraged to apply them to your own learning situation.

The questions you choose to utilize will depend on the context in which you study (classroom, home), the content of the material and the goal of the learning activity. As you become more aware of what questions to ask, you will get more out of the information and material that you are studying.

More specifically, this booklet provides a framework of questions that will enable you to:

- identify what you are supposed to do
- gather appropriate information
- evaluate this information
- generate new ideas, associations and ways to look at information and issues.

Questioning is not just taking in information. It means thinking about, understanding and applying what you learn. This includes analyzing and synthesizing information as well as attempting to come up with your own ideas. Questioning, a focused and goal-directed process, is an important part of learning how to learn. Knowing what questions to ask yourself can give you a greater sense of control over what and how you learn.

- **Asking questions helps you:**
  - **make better decisions**
  - **be more creative**
  - **make better use of information.**

BEST COPY AVAILABLE

GETTING THE MOST FROM THIS PACKAGE

This booklet is intended to be used with the video program **The Power of Questioning** from the series **THE SURVIVOR'S GUIDE TO LEARNING**. The booklet and video program are full of tips and practice exercises on how to survive your present learning experience. Use the package as a guideline; you are encouraged throughout to be inventive and modify the information to suit your own learning style.

Pre-viewing Activities

1. First of all, complete the Self-Assessment section in page 4. This exercise will provide you with an assessment of your current knowledge of the content and prepare you for watching the video.
2. Turn to the Video Index on page 3. The headings refer to the various sections within the video presentation. Reviewing the index will provide you with an overview of the program content.
3. Be specific about your viewing objectives. You may find it useful to jot down a few questions beside each section in the video index to help focus your own viewing of this program.

While You Are Viewing

1. Since educational television programs generally include more material than can be digested all at once, view the program in its entirety and then, after clarifying any difficulties and reviewing specific learning objectives, view selected portions a second, even a third time.
2. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created by commercial TV and focus your attention on *your* purpose for viewing the program.
3. Use the tape counter to prepare for the viewing session. Set it to zero at the start of the program to help pinpoint the location of segments to be reviewed later. You can then create a log by jotting down the counter numbers that correspond to important segments, and recording the numbers on your video index beside the headings.
4. The video index provides you with a skeleton outline of the program. You may find it useful to jot down some key ideas from the program to help you remember the information.

Post-viewing Activities

1. If you have been taking notes from the program, take a minute to review and add finer detail.
2. If you developed some questions for yourself as part of your pre-viewing activity, take a few minutes to try to answer them.
3. Thumb through the booklet to orient yourself to the layout and content. Then work through the booklet as directed. You may want to select specific exercises to focus on.

Good Luck!

This booklet has been designed so that you can photocopy the blank forms for later use. Feel free to make as many copies as you like.

VIDEO INDEX—THE POWER OF QUESTIONING

Record tape counter numbers

(_____) Introduction

(_____) Why Question?

(_____) Classroom

(_____) Assignments

- Changing Perspective

(_____) Exam Preparation

(_____) Conclusion

SELF-ASSESSMENT

	YES	NO	SOMETIMES
1. When starting a task, do I make sure I understand what I have to do?	_____	_____	_____
2. Do I know what questions gather factual information?	_____	_____	_____
3. Can I evaluate underlying messages and assumptions in commercials, magazines, editorials, textbooks and journal articles?	_____	_____	_____
4. Can I support my viewpoint with logical arguments?	_____	_____	_____
5. Can I distinguish between fact and opinion?	_____	_____	_____
6. Am I able to change my perspective on a problem or issue?	_____	_____	_____
7. When solving problems, do I brainstorm several different solutions before deciding on one?	_____	_____	_____
8. Am I able to come up with fresh new ways to solve a problem?	_____	_____	_____
9. Am I able to break out of my usual way of thinking and see something from a whole new perspective?	_____	_____	_____

If you answered "no" or "sometimes" to question 1, turn to page 5. Question 2 is addressed on pages 6 to 8. Questions 3 through 6 deal with situations covered on pages 8 to 15. If you answered "no" or "sometimes" to questions 7 through 9, then pages 16 to 20 may be of help to you.

TYPES OF QUESTIONS

TASK ANALYSIS

Depending on your particular learning task or situation, questions can be used in different ways. As the video points out, listening actively, with questions in mind, creates a sense of purpose and can improve your note-taking in the classroom. A questioning approach to assignments can give you focus and a clear course of action.

This is also true when you start to work on your home-study materials. Formulating questions prior to calling your tutor can provide focus for your conversation.

Essays may require you to ask different questions, depending on the content area. For example, an essay question that asks you to *outline* the main causes of the Russian Revolution will require a different approach or level of thinking than one that asks you to *evaluate* the methodology used by a biologist studying the migration patterns of the starling. Similarly, *explaining* the *process* of cell division requires a different approach than *suggesting alternative ways* to solve a social problem such as domestic violence.

Questions can help you analyze your learning task—that is, find out what you have to do and why. The following exercises are designed to help you think of questions to ask so you can approach learning materials in an active, focused manner. Choose the exercise that appeals to you and meets your needs best.

TRY THIS

Choose one of the following:

- a chapter from a textbook
- a story, poem or play
- an editorial from a newspaper
- a scientific journal article
- a social science journal article
- the passage below.

> Music has been with us for thousands of years. The human voice must have been the first instrument exploited for the making of music, and primitive man surely also used drumming, whistling, and rattling to make pleasing sounds. In many parts of the world, archeologists have found instruments made of such materials as stone, metal, and bone that are many thousands of years old. By the time of the rise of the early cultures in the Near East, the Babylonian and the Egyptian, the plucked string of the hunter's bow may have evolved into an early form of the harp to be used with pipes and drums in various sorts in ceremonials.

> The first discovery in musical acoustics was made by Pythagoras in the sixth century B.C. Knowing nothing of frequencies of vibration, he noticed that the musical consonances we call the *octave*, *fifth*, and *fourth* occur when he "stopped" a given string of fixed tension respectively at one-half, two-thirds, and three-quarters of its length. For Pythagoras this was a fact of mystical numerology rather than of physics. The discovery that the corresponding vibration rates are inversely proportional to these fractions came more than 2000 years after Pythagoras' observation. Since early medieval times, the octave, fifth, and fourth have been called perfect consonances, and until the end of the Middle Ages, these intervals provided the theoretical basis for almost all Western polyphonic music. ("The Physics of Music." Readings from *SCIENTIFIC AMERICAN*. W.H. Freeman and Co. 1978, p.2)

First read the passage. Take a few minutes and think about what you just read.

ASK YOURSELF:

1. How might I have to use this information?
2. What might I need to know?
3. Why would I need to know that?
4. Does this material deal with a process?
5. Is this purely information or are there underlying principles?
6. Are there concepts I might have to understand? What are these?
7. Will I have to solve a problem?

These questions help you to define the learning task and to anticipate how the information might be used. Take a few minutes to think about and identify as clearly as possible what the specific task entails.

This can help you to focus and direct your learning and therefore to accomplish your goals more effectively.

FACT FINDING

Questioning is also a means of identifying facts and other relevant information. Before you can analyze, synthesize or create new ideas, you must be able to identify the key elements or basic facts involved.

This section briefly outlines the kinds of questions you can ask to take a journalistic approach to information. The basic questions that apply to finding out factual information are:

WHO? **WHY?**

WHAT? **WHERE?**

WHEN? **HOW?**

TRY THIS

Apply these questions to the passage you just read. Use the space below to jot down some of the factual questions you think of:

There are, of course, many different questions that you could have generated, depending on the type and sophistication of the material you are reading and the purpose for which you were reading. For example, if you used the passage on music some questions might have been:

1. *How* long has music been with us?
2. *What* was the first instrument?
3. *Who* made the first discovery in musical acoustics?
4. From *where* did the early form of the harp evolve?
5. *When* was the first discovery in acoustics made?
6. *Why* were the octave, fifth and fourth a fact of mystical numerology?

These types of questions provide you with basic factual information. Many exam and assignment questions are based on versions of the above questions. Therefore, by asking yourself questions like these, you can anticipate and prepare for exams.

TRY THIS

Using the text that you have just read, think about some possible exam/assignment/essay questions based on the fact-finding type of question illustrated above. Use the space below to jot down some of the questions that occur to you:

Again, many different questions would be appropriate. Here are some possible examples, written in exam/assignment/essay question form:

- State in your own words .....
- Outline the .....
- Summarize the .....
- Show or demonstrate how the .....
- Apply the .....
- Explain how .....
- Illustrate .....
- Prove .....

These kinds of questions ask you to think of what you know, what you understand and how you will apply the factual information.

EVALUATING

Many types of learning situations require that you go beyond factual information; they may require you to make judgements about, interpret or analyze information. This section suggests some questions you can ask yourself to approach learning material in an evaluative manner rather than merely accepting it at face value. Essay and exam questions often ask you to:

- compare and contrast
- analyze
- show the relationship between
- judge the validity of
- state your viewpoint and defend it.

These approaches involve being able to step back, assess what you have read, weigh the validity of the information and draw conclusions. This includes deciding what you can or cannot accept and knowing why. It means being able to distinguish between fact and opinion and make judgements about underlying asssumptions and the logic of arguments. Assumptions are information *not* stated in the material which must be believed if the reader is to accept, as true, what is being communicated. Facts, however, are self-evident statements that the reader feels are unnecessary to question.

Approaching academic and other information in a questioning manner rather than accepting information at face value can help you get more out of the material you read. Everyone thinks this way at times, but you can improve your ability to do so by becoming conscious of the process, particularly by knowing what questions to ask as you approach various pieces of information. Asking evaluative questions has application to everyday life as well as academic life.

TRY THIS

Choose an advertisement from a magazine or read the one below, then answer the questions that follow.

> Now lose weight, tone up your muscles, be fit with no dieting—no exercise—no effort!!
>
> How? Discover the secret of world-renowned scientist Rudolph Beckman in his latest book and cassette tape.
>
> Through scientifically proven techniques that harness the body's inner energy you too can be fit and you won't have to change your lifestyle one bit! Dr. Beckman explains how the body's energy can be used, through mind control, to tone muscles at will. After practising a few easy techniques you will be able to direct individual muscles to tone up, without having to move out of your chair. All it takes is 10 minutes a day. Amazing? Yes, but it works!! Gloria Apithal of Georgia lost 50 lbs. using the book and tape and never looked better.
>
> Fitness specialists are raving about the book because there is no risk of injury.
>
> "It's harnessing the body's psychic ability and directing energy to tone muscles," says Dr. Beckman.
>
> Just think, no classes to attend, no sweating, no expensive clothes. Just psychically controlled fitness in the privacy of your own home. You too can be fit, thin, and feel great with no effort.
>
> "It's scientifically tested and endorsed by famous psychologists and physiologists," says fitness expert Marla Krachon.
>
> Discover these wonderful scientific techniques that guarantee a happier, healthier life.

1. To whom is the message directed? (e.g., age group, status level)

2. To what needs or wants of people does it make an appeal? (e.g., need for prestige/status, need to belong, need to look good)

3. What particular pictures or language does the ad use to get the message across?

4. What assumptions (or claims) does the ad make? (about the people it is directed to and the product it is selling)

5. How valid are these assumptions or claims? Why do you think this? Is there evidence to back this up? How valid is it?

The following is an example of how you might have read the passage actively, using questioning to evaluate the information it contains.

> Now lose weight, tone up your muscles, be fit with no dieting—no exercise—no effort!!
>
> How? Discover the secret of world-renowned scientist Rudolph Beckman in his latest book and cassette tape.
>
> Through scientifically proven techniques that harness the body's inner energy you too can be fit and you won't have to change your lifestyle one bit! Dr. Beckman explains how the body's energy can be used, through mind control, to tone muscles at will. After practising a few easy techniques you will be able to direct individual muscles to tone up, without having to move out of your chair. All it takes is 10 minutes a day. Amazing? Yes, but it works!! Gloria Apithal of Georgia lost 50 lbs. using the book and tape and never looked better.
>
> Fitness specialists are raving about the book because there is no risk of injury.
>
> "It's harnessing the body's psychic ability and directing energy to tone muscles," says Dr. Beckman.
>
> Just think, no classes to attend, no sweating, no expensive clothes. Just psychically controlled fitness in the privacy of your own home. You too can be fit, thin, and feel great with no effort.
>
> "It's scientifically tested and endorsed by famous psychologists and physiologists," says fitness expert Marla Krachon.
>
> Discover these wonderful scientific techniques that guarantee a happier, healthier life.

TRY THIS

Create your own commercial. Write a really manipulative one. Be creative. Use the space on the next page, and consider the following questions as you plan your commercial.

1. Who will be your audience?
2. What underlying message or assumption will you include?
3. How will you convey this message? What words or pictures will you use? Why have you chosen these?

Now, evaluate your commercial/advertisement. Use the questions on the previous page and decide whether or not you would accept the claims/assumptions communicated by your ad.

• • •

Asking evaluative questions means considering the underlying purpose of the information. Is it to sell something? Is it to express a particular point of view? Is it to convince the reader of a particular perspective? The ability to recognize both the strengths and weaknesses in the author's reasoning and to be able to state and defend one's own conclusions is an important ingredient in active thinking.

This process goes beyond repeating facts. It is similar to having a conversation with the author—telling him/her what you think about the expressed viewpoint and why. You must have knowledge about the issue first in order to analyze it. Therefore, evaluative questions follow from those based on factual information. When you are evaluating a piece of information you are probing beneath the surface, formulating an opinion about it, supporting your opinion with facts and deciding whether or not the information is valid, credible and acceptable to you, the learner.

TRY THIS

Read the following passages. Treat each as a dialogue with the author and jot down what you think below or in the margin. As you read, consider the following questions:

1. What is the author trying to communicate?
2. What evidence is given to support this message?
3. Are there underlying assumptions made? What are these?
4. What information is relevant to the argument? What is irrelevant? What is fact? What is opinion?
5. What kinds of words are used—are they emotionally loaded? Do you agree? Disagree? Why?

See page 15 for an example of how you might do this.

VERSION #1

OCTOBER CRISIS, the kidnapping on 5 Oct. 1970 of James Cross, the British trade commissioner in Montreal, by members of the Front de Liberation du Quebec. The kidnappers' demands, communicated in a series of public messages, included the freeing of a number of convicted or detained FLQ members and the broadcasting of the FLQ manifesto. The manifesto, a diatribe against established authority, was read on Radio-Canada, and on Oct. 10 the Quebec minister of justice offered safe passage abroad to the kidnappers in return for the liberation of their hostage; but on the same day a second FLQ cell kidnapped the Quebec minister of labour and immigration, Pierre LAPORTE. On Oct. 15 the Quebec government requested the assistance of the Canadian Armed Forces to supplement the local police, and on Oct. 16 the federal government proclaimed the existence of a state of "apprehended insurrection" under the WAR MEASURES ACT. Under the emergency regulations, the FLQ was banned, normal liberties were suspended, and arrests and detentions were authorized without charge. Over 450 persons were detained in Quebec, most of whom were eventually released without the laying or hearing of charges...

The federal response to the kidnapping was intensely controversial. According to opinion polls, an overwhelming majority of Canadians supported the Cabinet's action, but it was criticized as excessive by Quebec nationalists and by civil libertarians throughout the country. (*The Canadian Encyclopedia*, Vol. II, Ist Edition, Edmonton, AB: Hurtig Publishers Ltd., 1985. p. 1311)

VERSION #2

OCTOBER CRISIS: A dark day for Canadians' rights. On Oct. 5, 1970 the British trade commissioner, James Cross, was kidnapped by members of the FLQ in Montreal. Public messages, based on the right to freedom of speech, communicated the demands of the kidnappers. These demands included freeing nothing more than mere political prisoners, unlawfully detained by the heavy-handed Quebec government. The manifesto read on Radio Canada was an attempt to bring to the public's awareness the fascist tactics of the government. When a second hostage, Pierre Laporte, was taken, the government engaged the force of the Canadian Armed Forces to augment the power of the local police. On Oct. 16 a disgraceful state of "apprehended insurrection" was declared under the War Measures Act. This squashed, unnecessarily, the FLQ and destroyed the rights of normal citizens. Thousands of innocent people were arrested and detained. The majority of Canadians were shocked by this and were immediately terrified of losing their rights. (I.B. Biased, 1989)

TRY THIS

Open the newspaper to the editorial page and choose any editorial. Keep the following questions in mind as you read:

1. What is the author trying to communicate?
2. What arguments are used?
3. What evidence is provided to back up the argument(s)?
4. What is fact?
5. What is opinion?
6. What underlying assumptions are present?
7. What conclusions are drawn?
8. Are these conclusions relevant to the topic discussed?
9. Are these acceptable to you? Why?

TRY THIS

Jot down an outline of how you might develop some logical, well supported arguments either for or against one of the following statements:

- Honesty is always the best policy.
- Television programs contribute to violence in society.
- Terrorism will never be eliminated.
- Capital punishment is an effective deterrent.
- Free trade will bring prosperity to Canadians.
- Hospitals should be smoke-free environments.
- Better driver training would decrease accidents.

ASK YOURSELF:

1. Do I agree or disagree with the statement?
2. What points or statements would I use to support this viewpoint. What would disprove it?
3. What information or evidence would I need to back up my position on this issue?
4. What other information do I need? Is there someone I can ask?
5. What conclusions do I draw?

There are, of course, many different ways to approach this exercise. One example, agreement with "Hospitals should be smoke-free environments", might be approached in the following manner:

- Hospitals are institutions that should promote healthy practices.
- Hospitals are responsible for the health and safety of their patients.
- The use of oxygen poses a fire threat.
- Some patients are immobile and endangered in a fire.

You might want to include some statistics on smoking and health risks and/or careless smoking and fire risks. You also might want to ask a physician or hospital administrator about the rationale behind such a policy. Then conclude that, due to the above evidence, hospitals should institute smoke-free policies.

EVALUATE WHAT YOU HAVE ARGUED!

1. Are your arguments sound?
2. Are you able to identify what is fact and what is opinion?
3. Did you use valid, believable evidence to support your arguments or did you argue mainly from an emotional standpoint?
4. What would someone with the opposite viewpoint say to you?
5. How believable is the opposite perspective? Why?

● WHY ASK EVALUATIVE QUESTIONS?

They help you to:

- know why you accept or reject information
- approach information with a questioning attitude
- develop logical, well-supported arguments.

Here is an example of how one might read the passages from page 12 in an evaluative manner.

VERSION #1

OCTOBER CRISIS, the kidnapping on 5 Oct. 1970 of James Cross, the British trade commissioner in Montreal, by members of the Front de Liberation du Quebec. The kidnappers' demands, communicated in a series of public messages, included the freeing of a number of convicted or detained FLQ members and the broadcasting of the FLQ manifesto. The manifesto, a diatribe against established authority, was read on Radio-Canada, and on Oct. 10 the Quebec minister of justice offered safe passage abroad to the kidnappers in return for the liberation of their hostage; but on the same day a second FLQ cell kidnapped the Quebec minister of labour and immigration, Pierre LAPORTE. On Oct. 15 the Quebec government requested the assistance of the Canadian Armed Forces to supplement the local police, and on Oct. 16 the federal government proclaimed the existence of a state of "apprehended insurrection" under the WAR MEASURES ACT. Under the emergency regulations, the FLQ was banned, normal liberties were suspended, and arrests and detentions were authorized without charge. Over 450 persons were detained in Quebec, most of whom were eventually released without the laying or hearing of charges...

The federal response to the kidnapping was intensely controversial. According to opinion polls, an overwhelming majority of Canadians supported the Cabinet's action, but it was criticized as excessive by Quebec nationalists and by civil libertarians throughout the country. (*The Canadian Encyclopedia*, Vol. II, 1st Edition, Edmonton, AB: Hurtig Publishers Ltd., 1985. p. 1311)

VERSION #2

OCTOBER CRISIS: A dark day for Canadians' rights. On Oct. 5, 1970 the British trade commissioner, James Cross, was kidnapped by members of the FLQ in Montreal. Public messages, based on the right to freedom of speech, communicated the demands of the kidnappers. These demands included freeing nothing more than mere political prisoners, unlawfully detained by the heavy-handed Quebec government. The manifesto read on Radio Canada was an attempt to bring to the public's awareness the fascist tactics of the government. When a second hostage, Pierre Laporte, was taken, the government engaged the force of the Canadian Armed Forces to augment the power of the local police. On Oct. 16 a disgraceful state of "apprehended insurrection" was declared under the War Measures Act. This squashed, unnecessarily, the FLQ and destroyed the rights of normal citizens. Thousands of innocent people were arrested and detained. The majority of Canadians were shocked by this and were immediately terrified of losing their rights. (I.B. Biased, 1989)

BEST COPY AVAILABLE

GENERATING NEW IDEAS

Not all learning situations call for the analytical skills outlined above. Sometimes you may have the opportunity to create or generate a variety of alternatives or solutions to a problem. Questioning can be used to create new connections or ways to look at an issue. This section suggests some ways to create new perspectives, alternatives or associations between old and new information using questioning. This can assist you to:

- get out of your usual approach to things
- see a problem or issue from a new perspective
- generate multiple solutions to a problem
- change your usual pattern of thinking
- come up with new ideas.

When thinking about an issue or tackling a problem we often see only what we expect to see. If we were able to stand back and view a problem on which we are "stuck" from a new or different perspective we might be able to find a solution more easily. Coming at an issue from a new angle can sometimes provide a fresh approach and increase your chance of finding a solution that works.

As illustrated in the video, *brainstorming* can be an effective way to come up with solutions to any number of problems. Brainstorming allows you to generate ideas, some good, some worthless, but providing a whole range of alternatives for you to choose from. By generating as many solutions as possible without judging their feasibility or relevancy until later, you may find that suggestions which appear, initially, to be bizarre or inappropriate can actually lead to new solutions. Brainstorming is usually done in a group but it is possible to do it with one other person or by yourself. The creativity level rises, however, in a group, where you can build on one another's suggestions and bounce ideas off each other.

During brainstorming, everyone must withhold judgment of the suggestions as they come up. Try to be as free as you can in jotting down the ideas that pop into your head. Trust yourself. Be patient. A solution will show up. Use the blank sheet on the next page for your brainstorming.

The following exercises, which are based on a questioning approach, are designed to encourage you to think in a way that stimulates your imagination and ability to make connections and associations that are meaningful to you. Some of the questions may seem silly at first, but by letting your imagination go you will become aware of your ability to generate different alternatives and perspectives and enjoy the creative potential of your mind.

TRY THIS

Choose one of the following issues (or make up your own) and brainstorm as many solutions as you can:

- over-population in Third World Countries
- teenage pregnancies in high schools
- homelessness in urban centres
- reducing the "greenhouse" effect
- drinking and driving—tougher laws or education?
- combating acid rain
- illegal immigrants entering Canada.

You might want to consider alternatives from social, biological, economic, political and other perspectives. At this point, anything goes!

Brainstorming Practice:

TRY THIS

Choose an issue or a problem that has been identified in one of your courses. What is the issue/problem?

What are some possible solutions?

Choose a personal concern you are presently experiencing and ask yourself:

1. What is the problem/issue I am dealing with?
2. What are some possible solutions?
3. Is there another way to look at this?
4. What would happen if...?
5. What if I took the opposite viewpoint?
6. What would the consequences be if...?
7. How would an alien see this problem?
8. Can I describe the problem in another way?
9. Is this problem part of something bigger?
10. Does this problem remind me of something else?
11. Can I draw a picture of the problem?
12. Does this picture suggest new perspectives or solutions?
13. What if I were to carry this idea to its extreme?
14. Are there other questions I could ask?

These questions are designed to start you thinking in new directions. This does not mean that a solution will necessarily be found immediately. Actually, finding a solution may take some time but the process you go through on the way may eventually lead to a resolution.

Use the next page to jot down your answers to the above questions.

After all the ideas have been recorded, then (and only then) examine and evaluate them to decide which solutions(s) are most relevant. Your ability to judge and analyze now comes into play.

When brainstorming, remember to:

- accept all ideas, regardless of their initial quality
- allow ideas to build one on the other
- reserve judgement and evaluation until all ideas have been generated.

When you evaluate the suggested solutions, ask yourself:

1. Which one(s) is/are the best solution?
2. Why do I feel they are the best?
3. Can I modify the others to make them more acceptable?
4. Can I combine some ideas for better results?
5. What plans of action do the ideas suggest?
6. Which one(s) will I choose? Why?

Open-ended questions like those above enable you to:

- move away from routine solutions
- make better use of your experiences
- see things from a new perspective
- have more innovative solutions
- persist with problems longer.

TRY THIS

Choose one of the problems below (or think of another one) and formulate some questions to ask yourself that will provoke new ways to approach the problem:

1. A teenager refuses to obey the curfew set by parents.
2. An employee is drinking on the job and the boss finds out.
3. A new drug is causing severe side effects but the pharmaceutical company continues to produce it.
4. Poor security in a Third World country allows it to be used as a haven for arms dealers.
5. A factory is pumping poisonous gas into the air.
6. Many individuals making over $75,000 a year pay no income tax.
7. A child is biting other children in the classroom.
8. Your choice _____.

The above questions were designed to encourage you to think in new directions. Earlier exercises encouraged you to ask fact finding and evaluative questions. This exercise allows you to apply all three types of questions.

TRY THIS

Read the following passage on the physics of music. Then, thinking in terms of possible exam questions or assignments, generate as many questions as you can that will enable you to:

- identify a task related to learning this material
- identify the facts included in the material
- evaluate and judge the credibility of the information
- see this information from a entirely new perspective.

Singing in the Shower

Perhaps the most familiar example of room resonance is that produced by someone singing in a tiled shower. The singer, who may be impressed by his vocal power, is not hearing his true singing voice; he is primarily exciting, or activating, the resonance, or natural, frequencies of a highly resonant chamber. The resonance frequencies for a shower stall, or any rectangular room, are determined by its dimensions and those of its occupant. For simplicity in calculating the resonance frequencies I shall assume that a glass door completely closes the entrance to the shower and ignore the presence of the occupant.

My shower is three feet square and eight feet high, and I have demonstrated to my own satisfaction that my presence in it does not appreciably alter the low-frequency resonances. One can regard the enclosure as a kind of organ pipe, eight feet long and closed at both ends. The fundamental tone, or lowest frequency of vibration, of such an organ pipe is a tone whose wavelength is twice the length of the pipe, or 16 feet. To find the frequency of a sound of this wavelength one divides 1,125 feet (the speed of sound in air at 68 degrees Fahrenheit) by 16 feet, which yields almost exactly 70 cycles per second. As every music student knows, such an eight-foot organ pipe also generates a whole series of harmonic overtones that have frequencies of two, three, four, five and so on times the fundamental frequency, corresponding to 140, 210, 280, 350, and so forth, cycles per second...

The prominence of resonance frequencies in a room is dependent on the reflective properties of its walls. Bathroom tile, for instance, reflects about 98 per cent of the sound energy that strikes it. Consequently the resonance frequencies in a tiled shower are very prominent; moreover, the small dimensions of the shower give rise to resonances that have frequencies well within the audible range. In contrast, the prominent resonances in large rooms occur at frequencies that are usually below that range. Resonance frequencies can readily be suppressed by placing sound-absorptive materials on the wall surfaces of a resonant room. (*from "Architectual Acoustics" by Vern O. Knudsen, November 1963 by Scientific American, Inc. All rights reserved.*)

Use the space provided and think of what questions to ask yourself, using the following framework.

1. What are some tasks, related to this information, that I might be asked to do? For example: solve a problem? Explain a process? Understand a principle?

2. What are some fact finding questions I can ask? For example: Who? What? When? How?

3. What are some evaluative questions that I can ask? For example: What is the source of the information? Is it credible?

4. What are some questions that would enable me to look at this material from a totally different perspective? For example: What would happen if I changed the conditions? What if I drew a picture of this information? What does this information remind me of?

CONCLUSION

This booklet has provided you with a framework, based on questions, from which to approach your learning materials, exams or assignments. This framework has included questions that help you to:

- identify the task you have to carry out
- identify factual information
- evaluate and analyze information
- generate many alternatives and new ways to view information.

Given the kind of information I am studying, what kinds of questions will be most appropriate for my needs?

_____

_____

_____

When am I likely to use fact-finding questions?

_____

_____

_____

When am I likely to use evaluative questions?

_____

_____

_____

When am I likely to use questions that generate a new perspective?

_____

_____

_____

NOTES:

TIME MANAGEMENT

LESSON 2

TABLE OF CONTENTS

INTRODUCTION 1

- Getting the Most from This Package 2
- Video Index 3
- Self-Assessment 4

EVALUATE 5

- Analyze Your Time 5
- Determine Your Goals 12
- Set Your Priorities 16

PLAN 18

- Analyze Your Tasks 18
- Develop a Plan 19
- Mapping 20
- Weekly Scheduling 22
- Listing 22

FINE TUNE 27

TIME MANAGEMENT PROBLEM SOLVING 28

CONCLUSION 33

INTRODUCTION

TIME MANAGEMENT

Time management is an approach to life, a process of deciding how to balance or juggle many, often competing demands on your time. Being able to manage your time means having a greater chance to do the things that are really important to you.

Being concerned about time is common among adult learners. In the same way as rally drivers balance distance, direction and time to arrive at their goal, learners need similar skills to successfully find their way through their studies.

Students who are learning at a distance (home-study, teleconference) may face additional challenges since they may have fewer external, course-related factors determining their time (e.g., scheduled classes, labs). Greater responsibility then rests with the student to decide when and how to schedule activities.

This booklet accompanies the video program entitled **THE SURVIVOR'S GUIDE TO LEARNING: Time Management**. You may already do many of the things outlined here, but this booklet provides a chance to practise and fine tune your skills related to the management of time.

The suggestions in this booklet are intended as guidelines only. You are encouraged to adapt or change these approaches to suit your learning preference and lifestyle. Although this will require some thought on your part, taking the time now can actually save you time in the future.

This booklet:

- defines Time Management
- assesses your current use of time
- suggests ways to identify your goals and establish which ones are most important to you
- suggests ways to analyze tasks
- suggests ways to organize and plan your time so that studying can be combined with the other important activities in your life.

● WHAT IS TIME MANAGEMENT?

Time management is:

- knowing what you want to accomplish
- making choices
- planning to accomplish what is most important to you
- balancing studying with other important activities
- being in control.

GETTING THE MOST FROM THIS PACKAGE

This booklet is intended to be used with the video program **Time Management** from the series **THE SURVIVOR'S GUIDE TO LEARNING**. The booklet and video program are full of tips and practice exercises on how to survive your present learning experience. Use the package as a guideline; you are encouraged throughout to be inventive and modify the information to suit your own learning style.

Pre-viewing Activities

1. First of all, complete the Self-Assessment section on page 4. This exercise will provide you with an assessment of your current knowledge of the content and prepare you for watching the video.
2. Turn to the Video Index on page 3. The headings refer to the various sections within the video presentation. Reviewing the index will provide you with an overview of the program content.
3. Be specific about your viewing objectives. You may find it useful to jot down a few questions beside each section in the video index to help focus your own viewing of this program.

While You Are Viewing

1. Since educational television programs generally include more material than can be digested all at once, view the program in its entirety and then, after clarifying any difficulties and reviewing specific learning objectives, view selected portions a second, even a third time.
2. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created by commercial TV and focus your attention on *your* purpose for viewing the program.
3. Use the tape counter to prepare for the viewing session. Set it to zero at the start of the program to help pinpoint the location of segments to be reviewed later. You can then create a log by jotting down the counter numbers that correspond to important segments, and recording the numbers on your video index beside the headings.
4. The video index provides you with a skeleton outline of the program. You may find it useful to jot down some key ideas from the program to help you remember the information.

Post-viewing Activities

1. If you have been taking notes from the program, take a minute to review and add finer detail.
2. If you developed some questions for yourself as part of your pre-viewing activity, take a few minutes to try to answer them.
3. Thumb through the booklet to orient yourself to the layout and content. Then work through the booklet as directed. You may want to select specific exercises to focus on.

Good Luck!

This booklet has been designed so that you can photocopy the blank forms for later use. Feel free to make as many copies as you like.

VIDEO INDEX—TIME MANAGEMENT

Use this sheet for notetaking or following the content of the video.

Record tape counter numbers

(_____) Introduction

(_____) Evaluate

- Identifying Goals
- Choosing Priorities
- Analyzing Tasks

(_____) Plan

(_____) Fine Tune

(_____) Tips

(_____) Conclusion

SELF-ASSESSMENT

The first step in enhancing your management of time is knowing how you currently spend your time. The following questions can assist you in thinking about your use of time.

	YES	NO	SOMETIMES
1. Do I plan my time?	_____	_____	_____
2. Do I allow enough study time for each course?	_____	_____	_____
3. Do I take short breaks after studying 30 to 60 minutes?	_____	_____	_____
4. Do I have enough time for my friends?	_____	_____	_____
5. Do I have enough time for my family?	_____	_____	_____
6. Do I have enough time for myself?	_____	_____	_____
7. Am I able to complete assignments on time?	_____	_____	_____
8. Am I able to distinguish between important and unimportant tasks?	_____	_____	_____
9. Do I have enough flexible time to accommodate emergencies, etc.?	_____	_____	_____
10. Am I able to say "no" to interruptions and keep to a plan?	_____	_____	_____
11. Do I use small amounts of time efficiently (e.g., review notes on the bus)?	_____	_____	_____
12. Do I know what I want to accomplish in life?	_____	_____	_____
13. Do I plan how I will accomplish my goals?	_____	_____	_____
14. Do I give priority to those activities that will accomplish my goals?	_____	_____	_____
15. Do I evaluate my use of time periodically?	_____	_____	_____
16. Do I reward myself after completing a task?	_____	_____	_____

The more questions to which you answered "yes", the better you manage your time. If you answered "no" or "sometimes" to most of the questions, you may need to re-evaluate how you use your time. Everyone can benefit from time management skills. Time management is important for success in school and it can be made part of your way of life easily.

EVALUATE

ANALYZE YOUR TIME

It is useful to get a more specific idea of how you are spending your time on a daily basis. People are often not aware of where their time goes. Keep a diary or journal for a few days: write down all the activities in which you are involved and the time it takes to complete each. This gives you important information about how well you use time and what habits and activities waste your time.

Some people find it helpful to keep track of their time in 15-minute or half-hour intervals for a week. Others find a shorter period with larger blocks of time gives them an idea of how they use their time. Use the examples on pages 6, 8, and 10, or make up your own method for keeping track of your time.

To start, think back over today or yesterday and try to recall how you used the time available to you. Remember to include all the activities that you undertook that day: study or class times, recreational activities, household chores, coffee breaks, etc. Jot down the activities and the approximate time spent on each. What did you discover? Are you using your time effectively? Is there room for improvement? Where? Are you spending too much time in one area and neglecting others?

TRY THIS

Keep track of your time for a longer period of time, a few days or, ideally, a week. After you have done this, think about the following questions:

IN ANALYZING MY TIME I DISCOVERED:

1. I spend a lot of time on: _____

_____

2. I didn't spend enough time on: _____

_____

3. I was surprised to find I spend time on: _____

_____

4. I found I didn't spend any time on: _____

_____

5. I used my time well when I: _____

_____

6. I intend to spend more time on: _____

_____

7. I intend to spend less time on: _____

_____

TIME ANALYSIS CHART

TIME	ACTIVITY	COMMENTS
7-8		
8-9		
9-10	History	
10-11	↓	
11-12	Coffee with friends picked up books	½ hour ½ hour
12-1	lunch	too long!
1-2	↓	
2-3	English	
3-4	↓	
4-5	reviewed Math	
5-6	travelled home/ visited	could have used ½ hr. to review Science!
6-7	dinner	
7-8	Chapters 1-3 Science	
8-9	T.V. program	½ hour
9-10	went for run	N.B. schedule for every other day.
10-11	reading	
11-12		
12-7 am	slept.	

TIME ANALYSIS CHART

TIME	ACTIVITY	COMMENTS
7-8		
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		
10-11		
11-12		
12-7 am		

TIME ANALYSIS CHART

	ACTIVITY	TIME SPENT	COMMENTS
MONDAY	English essay	2 hours	rough draft completed
	Called tutor	½ hour	Call next Monday re essay
	Assignment #4	1½ hours	needs more work!
	hockey practice	2 hours	
	travel time	1½ hours	
	Meals (prep. etc.)	2½ hours	
	family time	2-3 hours	
TUESDAY	Assignment #4	2½ hours	ready to mail in!
	travel time	1 hour	
	work	4 hours	
	meals (prep etc.)	2½ hours	
	telephone call to Pat	1¼ hour	too long!
	time with kids	3 hours	
	aerobics (+travel, etc.)	2 hours	must schedule 3x/week
WEDNESDAY			

TIME ANALYSIS CHART

ACTIVITY	TIME SPENT	COMMENTS

TIME ANALYSIS CHART

TIME SPENT

	ACTIVITY	12 am-6 am	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
MONDAY	sleep	■	■																
	eating		■											■					
	study chemistry															■	■	■	
	Chores														■				
	children/family time															■			
	reading (leisure!)																		
	travel to/fr. work			■									■						
	work			■	■	■	■	■	■	■	■	■							
TUESDAY																			
WEDNESDAY																			

IME ANALYSIS CHART

TIME SPENT

	ACTIVITY	12 am-6 am	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
MONDAY																			
TUESDAY																			
WEDNESDAY																			

DETERMINE YOUR GOALS

Time management is knowing what you really want to accomplish and developing a systematic way of getting there. Being in control of your time means being in control of your life. It means you have a definite goal and a **plan** of how to get there. Knowing your long and short term **goals** is important since goals are devices we create to guide our actions, give us a sense of direction and enable us to progress.

As mentioned in the video, one really useful idea is for you to write out what it is you hope to accomplish, what kinds of things are important in your life. Long term goals are those you want to accomplish within the next five years and are the major targets in your life. Short term goals are more specific and are those things you want to accomplish in the next six months to a year. Immediate goals are tasks set for the month, week or day. Goals refer to all aspects of one's life: education (finish a degree), recreation (learn to play tennis), personal relationships (get married), financial (buy a car).

TRY THIS

For each of the following categories, ask yourself what you want to accomplish in the next five years. Then ask yourself what needs to be accomplished in the next year toward each goal. Then, what immediate tasks have to be accomplished to further the achievement of the original five-year goal. Record each goal as it comes into your mind—don't worry about order, importance or feasibility at this point.

EDUCATIONAL GOALS:

long term (5 years)

short term (1 year)

immediate

- **RECREATIONAL GOALS:**

long term (5 years)

short term (1 year)

immediate

- **FAMILY GOALS:**

long term (5 years)

short term (1 year)

immediate

- **FINANCIAL GOALS:**

long term (5 years)

short term (1 year)

immediate

- **PERSONAL GOALS:**

long term (5 years)

short term (1 year)

immediate

- **OTHER GOALS:** _____

long term (5 years)

short term (1 year)

immediate

- **Think about the goals you selected.**

Can you see any relationships? What are these? _____

_____

Are your short term and immediate goals related to your long term goals? _____

_____

Are there any goals that you feel are unrealistic? What are these? _____

_____

Which goals are most achievable? _____

_____

What does the accomplishment of your goals mean to you? _____

_____

SET YOUR PRIORITIES

After you have identified your goals it is important to ask yourself: WHICH OF THESE GOALS AND RELATED TASKS ARE MOST IMPORTANT? In other words, you need to **order** your goals and the tasks necessary to accomplish those goals. By asking yourself WHAT DO I ENJOY MOST IN LIFE? WHAT IS REALLY IMPORTANT TO ME? HOW CAN I BEST ACCOMPLISH THIS? you will get some idea of the relative importance of each of these goals. It is your most important goals that you want to include in your organization of time. Devise a way to identify which activities are most valuable to you, such as using A-B-C, 1-2-3-, or stars (*). For example:

Become an accountant * * *

Learn to play guitar *

Travel to France * * *

Learn French * *

Buy a house *

TRY THIS

Go back over the goals that you have listed on pages 12 to 15 and assign a priority rating to each in order to discover your most important goals.

ASK YOURSELF:

What are my most important goals?

Why are they so important?

How can I ensure they get accomplished?

Keep in mind that your goals and priorities may change over time. This is all part of the process of attempting to achieve a balance in your life.

KEEP YOUR GOALS:

SETTING PRIORITIES GIVES YOU:

- a sense of direction
- the relative importance of goals
- a basis for making choices.

PLAN

ANALYZE YOUR TASKS

Now that you know how you use your time, what you want to accomplish, and what is most important to you, it is advisable to develop a plan to achieve those targets. One of the first steps in planning is to analyze the **tasks** needed to achieve your goals.

Choose one of the goals you identified. Try the "salami technique"—take a goal and slice it into smaller, more manageable pieces.

ASK YOURSELF:

- What specific tasks have to be accomplished to reach this goal?

- Approximately how long will each task take to complete?

- What are the most important tasks I need to accomplish (i.e., which tasks are worth more in marks or enjoyment)?

- Which tasks are most difficult?

- Which tasks are the easiest?

- Can any of these tasks be broken down and tackled a bit at a time?

Develop a Plan

Three approaches to the planning of time follow. Choose the approach that works best for you. Use the ideas presented here as guidelines or develop your own system. Remember that the best plan for you is the one that works.

- Fill in fixed activities first (class times, appointments, tutorial sessions, etc.)
- Be specific about the content of study time (e.g., History—Chapters 3-4)
- Include leisure time for yourself
- Arrange study times in short blocks with frequent breaks
- Arrange dissimilar subjects together (e.g., French and then Math, not French and then German)
- Include preparation and review times
- Use bits of time efficiently (e.g., review on the bus)
- Build in flexibility (priorities change, emergencies arise)
- Choose activities based on your goals
- Plan at the same time every day (it becomes routine)
- Build in rewards—you deserve it!

WHY DEVELOP A STUDY PLAN?

- **gets you started organizing your time**
- **prevents you from avoiding subjects you dislike**
- **monitors procrastination**
- **promotes planned review times**
- **includes study breaks**
- **lets you include all of your needs**
- **increases efficiency**
- **balances daily living.**

BEST COPY AVAILABLE

MAPPING

Mapping involves creating a **master calendar** that outlines the entire term visually. This approach provides a picture or panoramic view of all the events that will take place and the tasks to be accomplished during this time period. A master calendar can give a sense of direction and enable you to estimate when the slowest and busiest times occur. See page 21 for an example of the mapping approach.

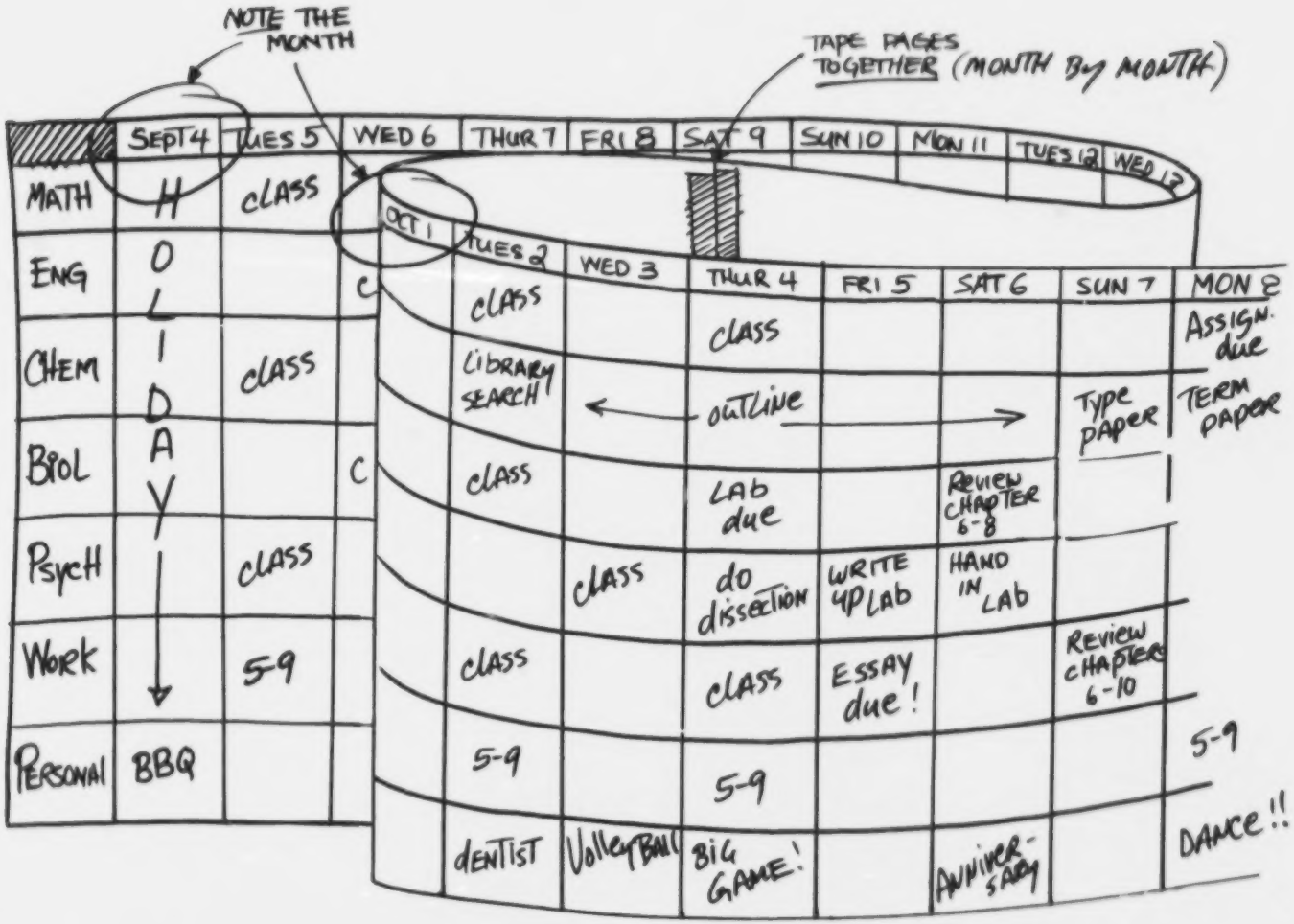
TRY THIS

Use this as a guideline to develop your own visual map of the term. You could use part of a "yearly planner" or tape several sheets of paper together. Just be sure to leave enough squares or blanks for a three to six month time span.

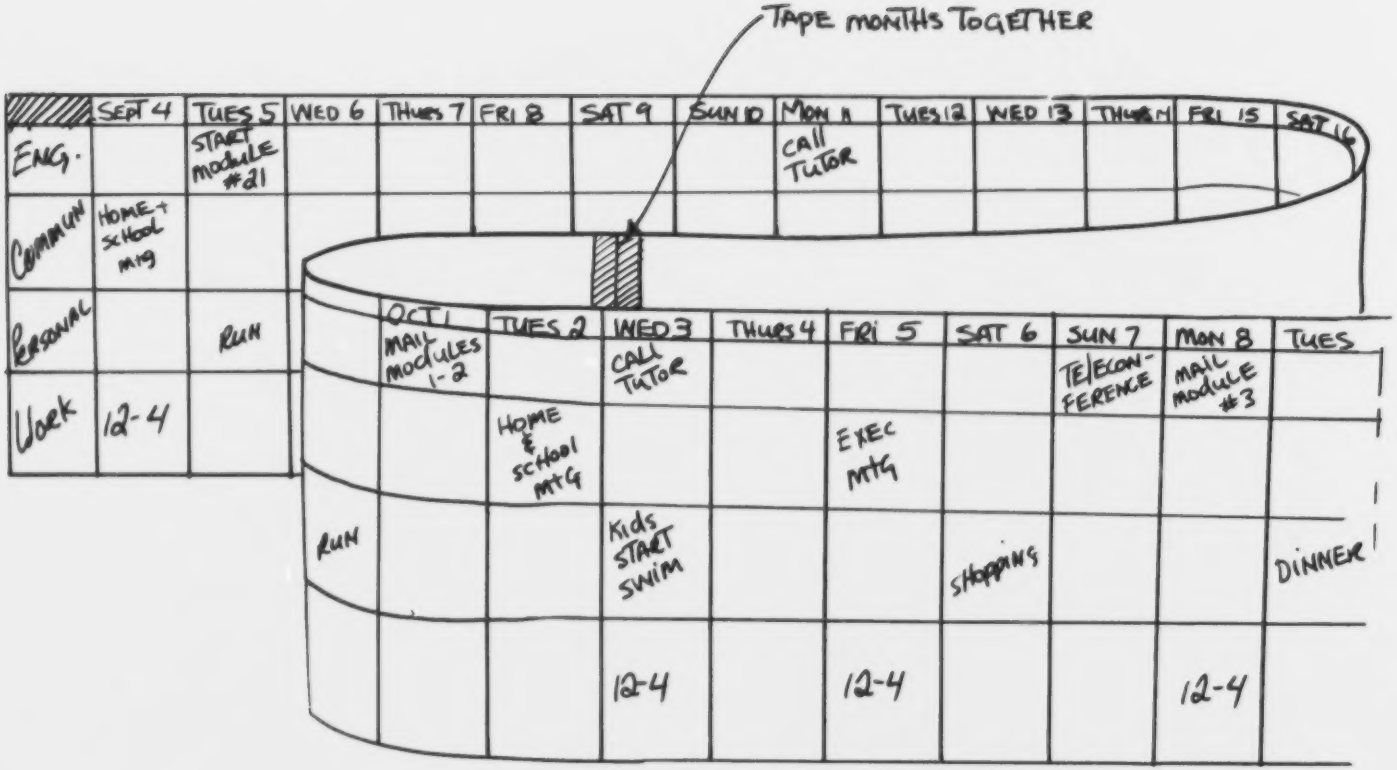
Record the important dates, deadlines, class times, teleconference sessions, projected mailing dates for each home-study unit, and so on, and start to make decisions about how you will approach and organize the term ahead. If you work in pencil you will be able to correct dates or reorganize more easily. While preparing the master calendar, consider the following questions:

- What are the fixed times (assignments, exams, classes, teleconference sessions, etc.)?
- How can I break the large tasks (essay, math final) into smaller tasks (outline, chapters 2 and 3)?
- What are the other commitments I have (work, family events, appointments, etc.)?
- What recreational activities should I include?
- Do I need more information?

Check course outline(s), reading list(s), or ask your instructor or tutor about deadlines, approximate exam dates, and so on. On average, you can estimate approximately two hours of study for every hour of class time. This rule of thumb may not apply to the distance learner; however, you can pace yourself according to the course material and to the goals you have set for yourself.



Master Schedule for Full-time Student (on campus)



Master Schedule for Part-time Distance Learner

WEEKLY SCHEDULING

Scheduling involves assigning blocks of time for your activities a week at a time. This, like the master calendar, enables you to see where you are going and is another PLAN to accomplish your goals. See page 23 for an example. Use the sample timetable on page 24 or develop your own. Consider the following questions when developing your plan.

- What time commitments are fixed?
- Which ones are flexible?
- What social or recreational activities should I include?
- When should I schedule preparation and review times?
- How long should I schedule study times for?
- Do the activities chosen reflect my goals?
- How will I cope with unpredictable events?
- Have I allowed enought "slack" time?
- Is there time that can be traded if necessary?
- Have I included some "free time"?

LISTING

This approach involves developing a "To Do" list of all the activities that need to be accomplished within a particular time span. Some learners prefer to do this on a daily basis, others on a weekly basis. Whichever you choose, the items included should be related to the accomplishment of your goals. An example of this approach is found on page 25. Use the sample sheet on page 26 as a guideline or develop your own method of listing.

Assigning priority to items helps to distinguish those that are most important. After completing each task cross off the item and bring forward uncompleted items to the next list. This process itself may indicate to you the relative importance of various tasks. Those that tend to get put off may not be very important or, as time passes, they may take on increased significance. You may wish to group items into categories such as "errands", "personal", "assignments" or "school."

The master calendar, the weekly schedule and the "to do" list can be used in combination with each other. Be sure to:

- test out your plan
- evaluate what works and what doesn't
- revise.

Schedule for Week of _____

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1:00 am							
2:00 am							
3:00 am							
4:00 am							
5:00 am							
6:00 am							
7:00 am			~~GET~~	up			
8:00 am		Travel	Travel	Travel	Travel	Travel	
9:00 am	Breakfast	study	class	study	class	study	shop
10:00 am	church	↓	↓	↓	↓	↓	↓
11:00 am		class	↓	class	↓	class	↓
12:00 noon		↓	lunch	↓	lunch	↓	Free
1:00 pm	Family	lunch	study	lunch	study	lunch	↓
2:00 pm	↓	classes	↓	classes	↓	classes	↓
3:00 pm	↓	↓	classes	↓	classes	↓	↓
4:00 pm	↓	↓	↓	↓	↓	↓	study
5:00 pm	study	Travel	↓	Travel	↓	Travel	↓
6:00 pm	study	Dinner	↓	Dinner	↓	Dinner	↓
7:00 pm	Dinner	F S	Aerobics	F S	Aerobics	F S	↓
8:00 pm	Free	A T		A T		A T	Free
9:00 pm	↓	M U I D	↓	M U I D	↓	M U I D	↓
10:00 pm	↓	L Y Y	↓	L Y Y	↓	L Y Y	↓
11:00 pm	↓	↓	↓	↓	↓	↓	↓
12:00 mid.							

Schedule for Week of _____

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1:00 am							
2:00 am							
3:00 am							
4:00 am							
5:00 am							
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 noon							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							
11:00 pm							
12:00 mid.							

1.

PRIORITY LIST - Monday

English essay – work on
~~Groceries~~
drive Tom to hockey (**) ✓
Study for math exam **
dentist
~~Mail in Math assignment~~ **
Call tutor

2.

"TO DO" LIST week of: 2 – 8 Oct.

assignments : Math B.
chem. lab C.
~~Eng. (start essay.)~~ A.

Personal : tennis A.
bank B.
groceries C.

1.

PRIORITY LIST - _____

2.

"TO DO" LIST week of: _____

FINE TUNE

As pointed out in the video, whatever system you choose should be **evaluated**. Are you being realistic? Is the system working? If it's not, then change your system—make it work for you.

REMEMBER that time management is an on-going process. The best approach is the one that enables you to accomplish your most important goals in the ways that suit you best. It may take a while to discover what works well for you. However, making mistakes and continually evaluating what works, and why, are all part of the on-going process of managing your time, yourself and your life.

TIME MANAGEMENT PROBLEM SOLVING

TRY THIS

The following are some situations involving learners who have time management concerns. Apply some of the principles you have learned, in order to suggest some ways that these individuals might achieve a more effective balance in their use of time.

LEARNER #1:

Bob is a second year university student who, until now, had adequate time to study for his courses. He is doing well, is maintaining a B average, lives within walking distance of the campus and is a member of the debating and basketball teams. However, Bob wants to buy a newer car so he has decided to take on a part-time job at a downtown department store.

It takes Bob one hour to travel to and from work. His job involves waiting on customers, checking stock and ordering merchandise. He must work from 5-8 p.m., four evenings a week. This cuts into his dinner, study and practice times. He is concerned that he will not be able to handle everything and that his marks will suffer.

What should Bob do first?

Then what should he do?

What decisions does Bob need to make in order to ensure that his time will be managed effectively?

How might he re-schedule his time to accomplish what he wants?

LEARNER #2:

Carol is a young married woman with two pre-school children. Since she lives in a small town some distance from a post-secondary educational institution she has decided to continue her education by home-study. Use the space below to make a flexible weekly schedule or a daily "to do" list for Carol that will enable her to balance her various educational, work and family commitments. These include:

- one home-study course (self-paced; that is, she mails in assignments whenever she has completed them)
- drives older child to pre-school 5 days a week
- housework and meal preparation (daily)
- study time
- part-time work 6-9 p.m., five days a week
- reads novels for leisure
- attends church once a week
- values quality time with husband and children
- runs to keep fit.

LEARNER #3:

David is 27 years old, married, and is returning to school full-time after several years on the oil rigs. He really wants to do well in school but finds it very difficult to say "no" to his friends and family. David assessed how he was spending his time and found the following situation.

Comment on his use of time.

Suggest some ways that he might re-organize his time more effectively.

TIME ANALYSIS

6:00 am		Breakfast		Breakfast			
7:00 am	Sleep in	Travel		Travel			
8:00 am							Sleep in
9:00 am		class	class	class	class	class	
10:00 am		coffee	coffee	coffee	coffee	coffee	
11:00 am		class	class	class	class	class	
12:00 noon		lunch	lunch	lunch	lunch	lunch	
1:00 pm		lunch	lunch	lunch	lunch	lunch	lunch
2:00 pm		class		class		class	
3:00 pm	soccer	coffee	Lab	swim	Lab		soccer
4:00 pm		Travel		swim		coffee with friends	
5:00 pm		Dinner	Travel	travel	travel		
6:00 pm		T.V.	Dinner	Dinner	Dinner		
7:00 pm		Study	Study	Study	Study		Dinner
8:00 pm		Family	Family	Study	Swim	Soccer	
9:00 pm		Family		Family	Family		social
10:00 pm		T.V.	T.V.	T.V.			
11:00 pm							
12:00 mid.							

LEARNER #4:

Elaine is a single woman, a full-time student enrolled in three Science and two Arts courses. She took the three science courses because she thought, initially, she wanted to go into Medicine. However, she is discovering that she is losing interest in these courses, is constantly late for class, is forgetting to hand in assignments and is spending more and more time socializing with friends or watching television. She is enjoying her English and Sociology classes, has no problem attending these classes or completing the assignments. When she does study, most of her time is consumed by these two subjects.

What should Elaine do first?

What advice do you have for her regarding the management of time?

How would you handle a similar situation?

Have You Considered...?

When thinking about or discussing the above situations, take into consideration the following factors:

1. The choices that need to be made by the individuals regarding goals, priorities and the use of time.
2. The opportunity to use bits of time (e.g., travel time, time in between classes) to increase efficiency.
3. The need to be flexible to accommodate new demands or needs in one's life.
4. The need to define goals clearly and to decide what is most important.
5. The need to balance the demands on one's time.
6. See page 20 for one way to develop a schedule for Learner #2.

Sample Schedule for Learner #2

Schedule for Week of _____

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
7:00 am		– BREAKFAST –					
8:00 am		Drive	Drive	Drive	Drive	Drive	
9:00 am			Volunteer				
10:00 am	church		@ playschool		Volunteer		
11:00 am		Drive	Drive	Drive	Drive	Drive	Family Time
12:00 noon	lunch	lunch	lunch	lunch	lunch	lunch	
1:00 pm							
2:00 pm		study		study		study	
3:00 pm	study						and
4:00 pm	study	Run		Run		Run	
5:00 pm							Free
6:00 pm							
7:00 pm							
8:00 pm		W	O	R	K		
9:00 pm							
10:00 pm							
11:00 pm							
12:00 mid.							

CONCLUSION

This booklet has provided you with the opportunity to practise some of the most important skills associated with time management. You should be able to apply some of the ideas suggested here to your own situation.

Remember that the best schedule is the one that works for you.

Write down the most important thing you learned about time management:

_____

_____

What is the first thing you intend to do to enhance your management of time?

_____

_____

READING, NOTE-TAKING AND RECALL

LESSON 3

TABLE OF CONTENTS

INTRODUCTION 1

- Getting the Most from This Package 1
- Video Index 3
- Self-Assessment 4

ACTIVE READING 5

- Pre-viewing 5
- Questioning 5
- Highlighting 6
- Paraphrasing 8
- Visualizing 8
- Speed 10

NOTE-TAKING 12

- Note-taking from Lectures or Tutor Contact 12
- Outlining 12
- Mind Mapping 14
- The Split-page Method 15
- Flash Cards 19
- Review 19

RECALL 20

- Visualizations/Associations 20
- Linking 23
- Repetition 24
- Other Techniques 25
- Review 26

CONCLUSION 27

INTRODUCTION

This booklet accompanies the video program **THE SURVIVOR'S GUIDE TO LEARNING—Reading, Note-taking and Recall**. The program and booklet are designed to help you get the most out of your lectures, textbooks, home study modules and other learning materials. They suggest approaches to understanding, remembering and recalling information. Because you already have knowledge and skills in these areas, these suggestions are intended as guidelines only, which you can adopt or change to suit your particular way of doing things.

This booklet contains a self-test checklist and gives you tips on how to read actively, take notes from lectures and print materials, and memorize information you will need to recall for exams and assignments. The booklet also lets you try out some of the skills mentioned in the video program.

GETTING THE MOST FROM THIS PACKAGE

This booklet is intended to be used with the video program **Reading, Note-taking and Recall** from the series **THE SURVIVOR'S GUIDE TO LEARNING**. The booklet and video program are full of tips and practice exercises on how to survive your present learning experience. Use the package as a guideline; you are encouraged throughout to be inventive and modify the information to suit your own learning style.

Pre-viewing Activities

1. First of all, complete the Self-Assessment section on page 4. This exercise will provide you with an assessment of your current knowledge of the content and prepare you for watching the video.
2. Turn to the Video Index on page 3. The headings refer to the various sections within the video presentation. Reviewing the index will provide you with an overview of the program content.
3. Be specific about your viewing objectives. You may find it useful to jot down a few questions beside each section in the video index to help focus your own viewing of this program.

While You Are Viewing

1. Since educational television programs generally include more material than can be digested all at once, view the program in its entirety and then, after clarifying any difficulties and reviewing specific learning objectives, view selected portions a second, even a third time.
2. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created by commercial TV and focus your attention on *your* purpose for viewing the program.
3. Use the tape counter to prepare for the viewing session. Set it to zero at the start of the program to help pinpoint the location of segments to be reviewed later. You can then create a log by jotting down the counter numbers that correspond to important segments, and recording the numbers on your video index beside the headings.
4. The video index provides you with a skeleton outline of the program. You may find it useful to jot down some key ideas from the program to help you remember the information.

Post-viewing Activities

1. If you have been taking notes from the program, take a minute to review and add finer detail.
2. If you developed some questions for yourself as part of your pre-viewing activity, can you answer them now?
3. Thumb through the booklet to orient yourself to the layout and content. Then work through the booklet as directed. You may want to select specific exercises to focus on.

Good Luck!

This booklet has been designed so that you can photocopy the blank forms for later use. Feel free to make as many copies as you like.

VIDEO INDEX—THE POWER OF QUESTIONING

Record tape counter numbers

(_____) Introduction

(_____) Active Reading

- Pre-viewing
- Highlighting

(_____) Note-taking

- Outlining
- Mind Mapping
- Split Page

(_____) Recall

- Visualizations
- Associations
- Rhymes
- Acronyms
- Repetitions

(_____) Conclusion

- PS

SELF-ASSESSMENT

The following questions help you survey how you generally approach reading, note-taking and the recall of information. They are intended to increase your awareness of the strengths and weaknesses of your present approach.

	YES	NO	SOMETIMES
1. Do I read fast enough?	_____	_____	_____
2. Do I preview what I am going to read?	_____	_____	_____
3. Do I ask myself questions as I read?	_____	_____	_____
4. Do I know the difference between important and unimportant information?	_____	_____	_____
5. Do I have a purpose in mind when I read?	_____	_____	_____
6. Do I remember what I read?	_____	_____	_____
7. Do I look and listen for clues regarding what is important in a lecture?	_____	_____	_____
8. Do I have a method for taking notes?	_____	_____	_____
9. Are my notes useful for review?	_____	_____	_____
10. Can I remember details?	_____	_____	_____
11. Do I have a method for memorizing that works?	_____	_____	_____
12. Do I review on a regular basis to retain information I have learned?	_____	_____	_____

If you answered "no" or "sometimes" to:

- questions 1-6, refer to the section on reading - pages 5 to 11
- questions 7-9, refer to the section on note-taking - pages 12 to 20
- questions 10-12, refer to section on recall - pages 21 to 28

The following pages suggest some ways to enhance your learning from textbooks, lectures, home-study course materials, and other information. You can use them as guidelines to develop some techniques that work well for you.

ACTIVE READING

One of the most important skills for academic success is reading. Much of the information that you need to learn is acquired through this skill. As the video program shows, participating, or becoming active, is one of the keys to learning effectively. One way to increase your understanding and retention of information is to read actively. This involves previewing, questioning, highlighting, visualizing, paraphrasing and reviewing.

PREVIEWING

To get a panoramic view of what a textbook or home-study module is all about, you should preview or survey it before looking at details. By doing this you identify what you already know and what new information you will need to learn.

TRY THIS

Take one of your textbooks or home-study modules and quickly (5-10 minutes):

- skim the introduction/preface
- skim the table of contents
- look at the diagrams, photographs, charts
- look at the chapter headings
- look at the chapter summaries.

What is the book or learning module about?

QUESTIONING

By asking questions as you read, you can focus your thoughts on the material in such a way that you can check your understanding of the ideas. This will assist in recalling them later. Asking questions also frames the material as possible exam questions, which has obvious benefits.

TRY THIS

Choose *one chapter* or *section* of the textbook or home-study module. Think about what you want to learn. What do you already know about this subject?

- Turn the chapter headings into questions;
  for example: "What are the major theories...?"
  "Name the three main characters..."
- Do the same for paragraph and section headings.

What questions did you come up with?

HIGHLIGHTING

Highlighting or underlining helps you to identify the key words or phrases in a chapter, section or paragraph by pinpointing the most important information. This process is useful for note-taking and review.

TRY THIS

Use the textbook or home-study material and:

- choose one section
- read through the passage and ask yourself questions
- then go back over the material and make some decisions about the importance of the information
- underline or highlight the important words or phrases.

What are some of these key words or phrases?

TRY THIS

Read the passage below, then go back and underline or highlight the key words or phrases. The key words you select will depend on the purpose of your reading. It is important to decide, first, what questions you want answered by your reading.

> We have learned much about this seductive planet. Because Mars is half again as far from the sun as Earth, it is cold; surface temperatures may reach 30°F in midsummer but generally are in the cruel sub-zero range and dip as low as minus 200°F. Both poles are covered with ice caps that change size with the seasons. The ice, formed from both water and carbon dioxide, has been called "frozen club soda."

> The thin Martian atmosphere is equally harsh—almost all carbon dioxide, with just a trace of nitrogen, argon, oxygen, and water vapor. Its pressure is so low—the equivalent of Earth's atmosphere at an altitude of 100,000 feet—that human blood would boil. When our crew members eventually hike on the surface of Mars, they will be protected by pressure suits. They still may have to contend with high winds that produce dust storms lasting for months and creating a pale orange haze. Their mobility should be helped by the weak Martian gravity, in which they will feel only 38 percent of their normal weight. (from "Mission to Mars", by Michael Collins. *National Geographic*, Nov. '88, p. 734)

One way to highlight this passage could be:

> We have learned much about this seductive planet. Because **Mars** is half again as far from the sun as Earth, it is cold; surface temperatures may reach **30°F** in midsummer but generally are in the cruel sub-zero range and dip as low as minus **200°F**. Both **poles** are covered with **ice caps** that change size with the seasons. The ice, formed from both water and carbon dioxide, has been called "frozen club soda."
>
> The **thin** Martian **atmosphere** is equally harsh—almost all carbon dioxide, with just a trace of **nitrogen, argon, oxygen**, and **water vapor**. Its **pressure** is so **low**—the equivalent of Earth's atmosphere at an altitude of 100,000 feet—that human blood would boil. When our crew members eventually hike on the surface of Mars, they will be protected by pressure suits. They still may have to contend with **high winds** that produce **dust** storms lasting for months and creating a pale orange haze. Their mobility should be helped by the **weak** Martian **gravity**, in which they will feel only **38 percent** of their normal weight. (from "Mission to Mars", by Michael Collins. *National Geographic*, Nov. '88, p. 734)

What questions come to mind as you read the above passage? How might you use this information? Use the space below to put down a few of the questions.

Examples might include: What is the surface temperature on Mars? Describe the Martian atmosphere.

BEST COPY AVAILABLE

PARAPHRASING

When you put information into your own words, or paraphrase, it helps you both to understand and remember. If you find re-stating a passage particularly difficult, it may mean you don't understand it well enough—by making the extra effort to understand it, you will help yourself remember as well.

TRY THIS

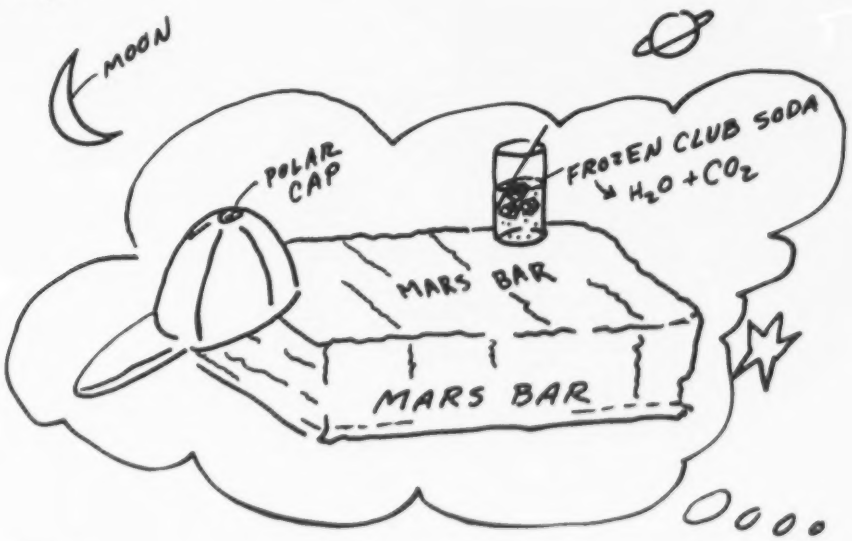
Choose a section from your text or home-study material, or use the passage about Mars. Read the selection and then use the space below to put the important information into your own words. (Try paraphrasing another passage aloud—this is another approach.)

VISUALIZING

As you read, visualize or form pictures of what you are reading. Pictures or patterns are often easier to remember than words. Making associations between what you are reading and other objects or ideas helps you retain and recall the information. Visualizing the passage on Mars might include something like this:

Use associations that are BIZARRE, COMICAL, SEXUAL, ACTIVE or COLORFUL. No one has to see them but you! Be sure to keep the association direct, otherwise it may be difficult to remember.

For example:



TRY THIS

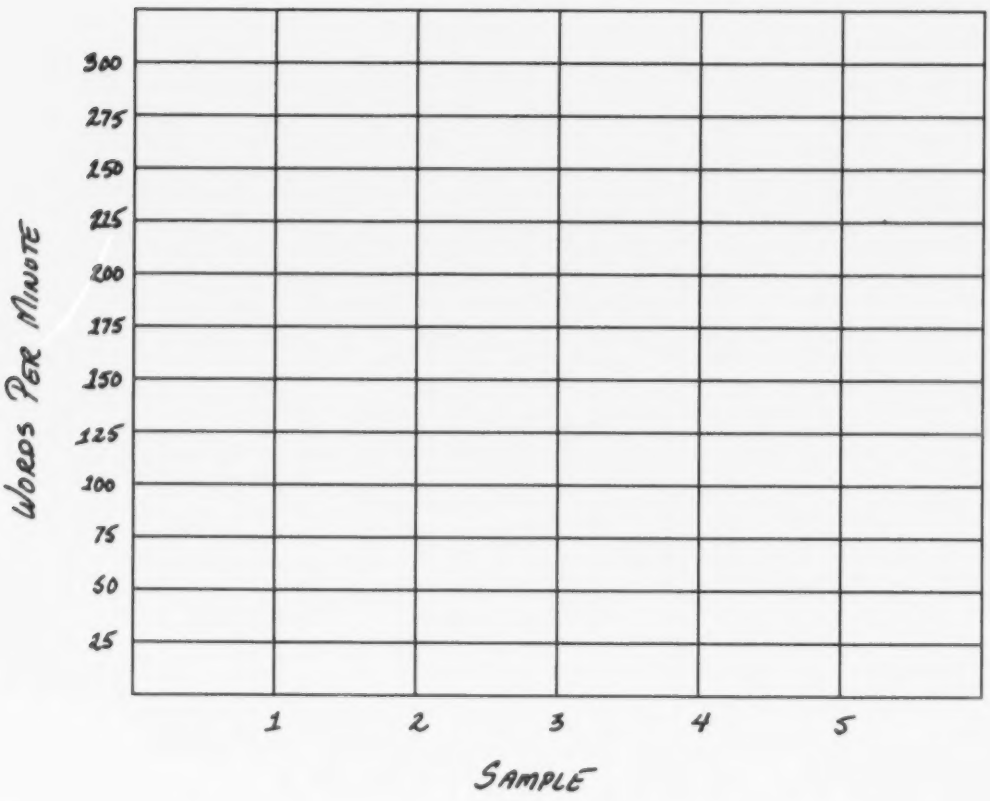
Re-read the passage about Mars or choose a section from your text or home-study material. Visualize or form a picture of what you are reading. Use the space below.

Be sure to REVIEW the information you have read. Try to do this quickly (5-10 minutes) within 24 hours of learning the material. This will help you to understand and remember the information better. Then, review on a periodic basis, continually adding new information to what you already know.

SPEED

Some students feel that they do not read fast enough. However, speed often depends on the purpose of your reading and the difficulty of the information.

Test your reading speed. You can use your own reading material to do so. Choose several different types of writing, such as a novel, a text book and a newspaper. Set a timer for three minutes and begin reading one of the items. Stop reading when the timer rings, count the number of words you have read and divide that number by three. When you have done this you can plot your speed on the following graph:



(from: Virginia Nilsson, *Reading to Remember*. Athabasca, AB: Athabasca University, 1988. p.17)

Remember your speed will vary according to the difficulty of the material and the particular purpose for which the material is being read. Light easy materials, such as information found in novels, will generally read more quickly than textbooks.

If you want to increase your reading speed, try one of the following suggestions:

- Move your eyes across the page—don't stop at each individual word.
- Force yourself to read one small section quickly, then stop and ask yourself questions.
- Cover each sentence that you have just read with a flash card. This forces you to concentrate only on the information directly in front of your eyes.
- Use your finger or a pen and point to clusters of words in the line. Do NOT point to every word. This will slow you down.

Remember there are individual differences in reading speeds. However, if your reading speed concerns you, talk to a counsellor or reading specialist about it.

NOTE-TAKING

Active note-taking follows from active reading. Taking notes is a way to condense and organize information into manageable amounts for understanding and review. Notes taken from lectures or print materials (textbooks, home-study materials or library sources) help you recall the major ideas and points from your studies or research.

NOTE-TAKING FROM LECTURES OR TUTOR CONTACT

- Prepare to listen actively—decide what the purpose of the lecture/discussion is.
- Review previous notes before the lecture/discussion.
- List questions or identify any problems you are having.
- Listen for repetition of points.
- Listen for introductory, transition or concluding words such as:
  "the following three examples..."
  "the important thing to remember is..."
  "in conclusion..."
- Listen for changes in the instructor's/tutor's voice.
- Watch for diagrams, concepts, formulae, etc., referred to or written on the board.
- Watch for any interest on the part of the instructor/tutor in certain content.
- Write down what you don't already know.
- Mark important parts with "*".
- Mark confusing parts with "?".
- If you cannot hear or understand the instructor/tutor:
  - ask for clarification
  - leave blank spaces
  - put question marks
  - borrow someone's notes.

The following methods are illustrated on the video program and can be used for taking notes from lectures or print materials. Both on-campus and distance learners can benefit from notes that are organized, clear, concise and easy to review.

OUTLINING

The outline method uses a linear, logical approach to note-taking. This method organizes the information into an outline format with major headings and subcategories.

Note-taking

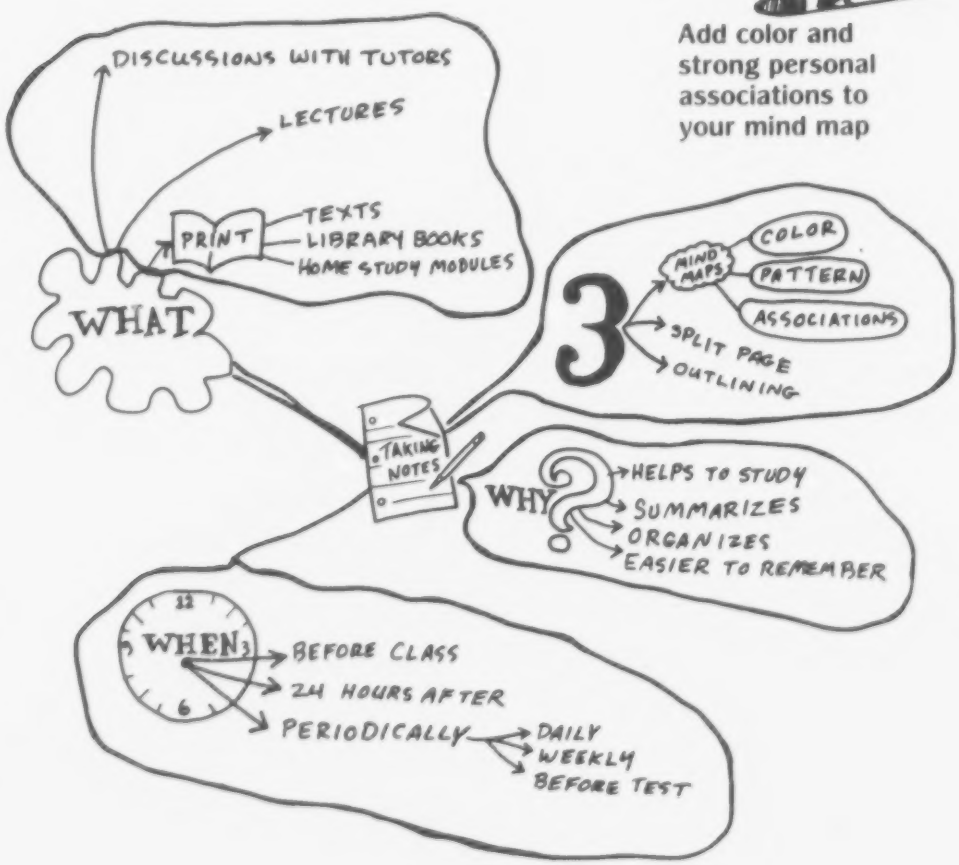
1. Lectures/Talk with Tutor
   a. Listen for clues
      i) repetition
      ii) "the important..."
      iii) change in voice
         - slower
         - louder
   b. information put on board
      i) diagrams
      ii) formulas
   c. write down Key words only
      i) review before class so know what to find out
      ii) write only what don't know
         - new info.

2. Print Materials
   a. know what to find out
   b. ask questions as read
      i) write down only Key words/phrases
   c. condense information into categories
   d. Review notes
      i) daily
      ii) weekly
      iii) monthly
      iv) before exam

MIND MAPPING

This method, originated by Tony Buzan, puts the major topic or concept in the middle of the page, then lines indicating relationships between the major concept and related points branch out from the key word. Each sub-topic is like another smaller main topic with its own list of sub-concepts or ideas. This approach gives you a picture or pattern of how all the ideas in the lecture, chapter or home-study unit relate to one another. Everybody's mind-map of a piece of material will be different because it reflects how that particular person thinks. If you are interested in more information about mind mapping, refer to Tony Buzan's books *Use Your Head* (BBC Publication, U.K., 3rd edition, 1974) or *Use Both Sides of your Brain* (New York: E.P. Dutton Inc., 1983.)

Add color and strong personal associations to your mind map



THE SPLIT-PAGE METHOD

This note-taking method divides the page into two major sections. The right side contains the main information related to the content of the lecture or text while the left hand side is used for key words and sample questions.

Split - Page

2 sections

- main info.
- key words

what does?

Split-Page Method

- note-taking method
- divides page into 2 sections right side contains the main information
- left side has key words and sample questions
- method helps to organize and summarize information
- useful for review

TRY THIS

Choose one of the above methods and take notes while:

- attending a lecture, or
- listening to a travelogue, or
- listening to an interview on radio or television, or
- listening to a natural history broadcast.

REMEMBER:

- Record only the *main points*; don't write everything down.
- Listen for clues.
- Condense the information into key words or phrases (leave out connecting words or repetition).

TRY THIS

Practise taking notes from print material. Use one of the above methods, a combination of them, or develop your own. Use a textbook, home study module or the following passage. Read the section first, ask yourself what is most important, then condense and organize the information into a format that works for you. The following page can be used to practise note-taking.

Topology of Mars

...Olympus Mons is the tallest volcano in the solar system, three times as high as Mauna Kea and covering an area about the size of Montana. Vallis Marineris, a system of canyons near the planet's equator, stretches for ten times the length of the Grand Canyon. As on our moon, impact craters and volcanoes dominate surface features, but unlike the moon, Mars shows clear evidence that copious amounts of water once flowed over its surface.

Scientists believe that at one time Mars had a warmer climate and much denser atmosphere, laden with water vapor. Running surface water carved out networks of channels, and the planet could easily have harbored life.

Later on, the atmosphere thinned, and ice-age conditions prevailed. Today some water is frozen in polar ice caps and perhaps in ground ice. The whereabouts of water will be a prime concern of the landing crew. ("Mission to Mars", by Michael Collins. *National Geographic*, Nov. 1988, p. 738)

See the following pages for examples of what the notes might look like. Remember your notes should reflect the purpose for which you are studying and you should use a note-taking method that works for you.

Outlining—"Topology of Mars"

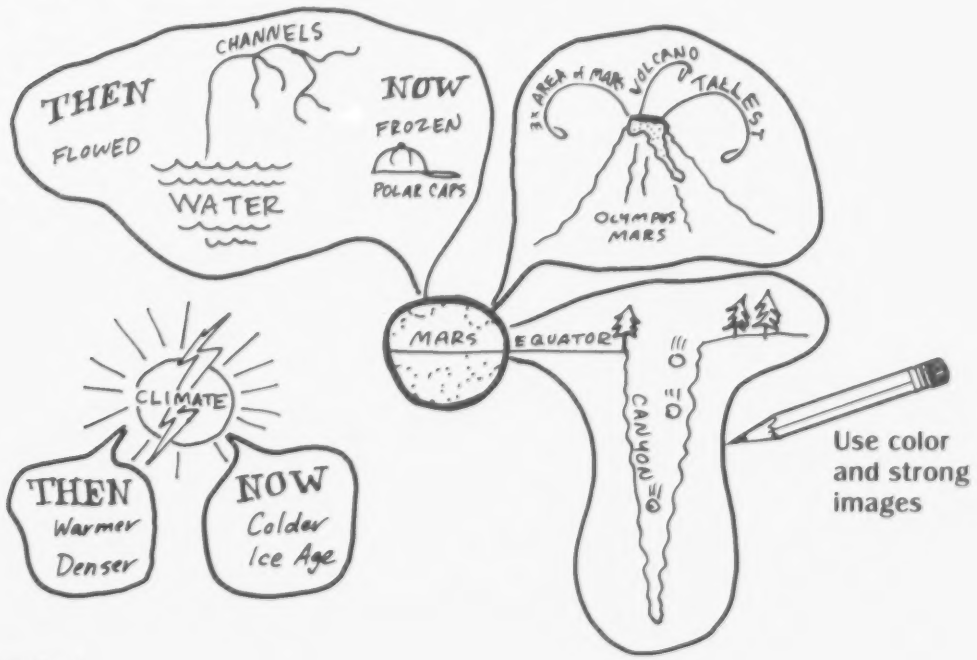
Topology of Mars

1. Volcanos
   a. Olympus Mons
      i) height: tallest
         3 x Mauna Kea
      ii) area: size of Montana
2. Canyons
   a. Vallis Marineris
      i) near equator
      ii) 10 x Grand Canyon
3. Climate
   a. once warmer
   b. " " denser (had water vapor)
   c. now → colder
4. Presence of Water
   a. earlier
      i) flowed on surface
         - in channels
         - networks
         - ? life
   b. now
      i) ice age
         - atmosphere - thin
         - water in polar caps
         - concern for crew

Split-page Method—"Topology of Mars"

	Topology of Mars
Olympus Mons	Volcano Olympus Mons - tallest - 3 times as high as Mauna Kea - area the size of Montana
Vallis Marineris	Canyons Vallis Marineris is situated near the equator. It is 10 times the size of the Grand Canyon.
water	Water once flowed on Mars
? topology of Mars	The climate was warmer and the atmosphere denser with water vapor.

Mind Mapping—"Topology of Mars"



FLASH CARDS

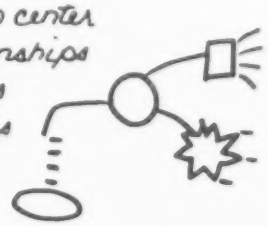
Some students find that flash cards are helpful for taking notes and they combine them with other note-taking methods. Other students use flash cards for memorizing specific material. The cards can be organized in a variety of ways: chapters, course units, study modules or individual topics. Depending on your purpose, the cards can be sorted and used for outlines, oral presentations and/or review. See below for examples of flash cards.

1. Note-taking

1. Outlining
   - linear
   - systematic
   - categories
     - A. -
       - 1. -
         - a. -
         - b. -

2. Note-taking

2. Mind mapping
   - topic in center
   - relationships
   - patterns
   - branches



REVIEW

To increase your understanding and retention of the information contained in your notes, it is important to review and edit them on a regular basis. Re-reading and clarifying any confusing or missing parts ensures that note-taking becomes an on-going process. New information is continually added to what you already know and you increase your ability to remember facts, concepts and ideas.

RECALL

You not only have to understand concepts, ideas, and theories, but you often have to be able to recall specific details, facts or formulae. There are several techniques that can assist you in memorizing information. "Memory is primarily an associative and linking process which depends in large part on key words and key concepts properly imagined" (Tony Buzan, *Use Your Head*. London, England: British Broadcasting Corporation, 1982. p.68). Some common techniques to assist and improve your memory are suggested here for you to try. Choose the ones that work best for you and are most appropriate for the type of information you are attempting to remember.

Keep your information:

- well organized
- associated with something else
- visualized or pictured.

You will find it is easier to remember.

TRY THIS

Imagine you have been asked to remember these ten countries from the southern hemisphere:

Chile	Venezuela
Cuba	Mexico
Colombia	Costa Rica
Brazil	Haiti
Peru	Argentina

Read the list, then cover it and, in the space below, write down as many as you can recall.

VISUALIZATIONS/ASSOCIATIONS

TRY THIS

Associate the words with some images and make up a story or metaphor that includes all the words. You decide whether you want to keep them in sequence or not. Substitute words that sound the same or use pictures that are suggested by the words. As described in the section on visualization and reading in this booklet, page 8, make sure the images are strong and have an inner logic for you, so you will remember them.

Here is an example of how you might approach this:

A *Chile Venezuelan* flew to *Mexico* on a *Cuban* Cigar. However, it *Costa* too *Rica* there for *Colombian* coffee so he bought *Brazil* nuts instead. He *Haitied* the nuts and, deciding he was in too much *Peru* (peril), he caught the cigar to *Argentina*.

NOW YOU TRY:

Another approach is to visualize a picture that connects the words with an image that is easier to remember. For example:

TRY THIS

Make the information in the following passage easier to remember by drawing a picture:

> Below, in the fourth zone known as the deep, the seafloor banks gently for three miles in the Deep Island Slope, then plunges once more to 3,200 feet. Lacking sunlight of any kind, the deep is home to a variety of strange species, such as the cookie-cutter shark, the coffin-fish, the tripod fish, the spidery-armed jellyfish, and a swimming sea cucumber..." (from "Down the Cayman Wall", by Eugenie Clark, *National Geographic*, Nov. 1988, p. 717)

NOW TRY something a little more difficult:

> The years between 1849 and 1867 form an important watershed in Canadian history. During this period changes in the technology of communications, particularly the railway and the iron steamship, and changes in the organization of economic life, particularly the expansion of industrialism in Britain and the United States, drastically altered the environment in which the colonies which were later to form the Canadian nation sought to live and grow. Old staple products such as square timber, for many years the chief reliance of the St. Lawrence colonies and New Brunswick, began to decline, and newer staples, notably wheat, grew in importance. (Easterbrook, W.T. and H.G.J. Aitken, *Canadian Economic History*. Toronto: MacMillan Publishing Co., 1963).

Use the space below to sketch any images that come to mind. What changes took place? What expanded? What declined? How might you represent these?

LINKING

Linking concepts to words that SOUND the same can also be helpful, particularly for information that needs to be learned in sequence. The following rhyming words are key words or "hooks" on which to hang easy-to-remember images:

one - bun	six - sticks
two - shoe	seven - heaven
three - tree	eight - gate
four - door	nine - vine
five - hive	ten - hen

Try this with the following list of inert gases in order of atomic weight:

helium
neon
argon
krypton
xenon
radon

First, think of an image involving helium and a bun. Be bizarre, humorous, creative! One image might be a helium balloon shaped like a bun floating upward. Next, develop an image of neon and a shoe. A neon sign over a shoe store might work. Now relate argon and tree. Argon is close to "organ", so an organ shaped like a tree! Then kypton and door, xenon and hive, radon and sticks.

Use the space below to either write out your images or draw the connections you have made. Then cover the list of words above and, stating "one—bun", "two-shoe", etc., recall the images and then the chemicals in sequence.

REPETITION

Depending on the content, repeating facts, formulae, concepts and other information OUT LOUD, preferably in your own words, aids in retention.

Read these once and try to recall them:

- Volume of a pyramid = 1/3 bh
- Volume of a cone = $\frac{\pi r^2 h}{3}$
- Volume of a cylinder = $\pi r^2 h$

Now repeat them several times out loud or write them down on a piece of paper and then try to recall them again. Did you do better?

Putting information into your own words and visualizing a picture at the same time can also aid your memory. Recite the information in this passage out loud, putting it into your own words. Try to visualize the information at the same time:

> The development of steampowered railways in the 19th century revolutionized transportation in Canada and was integral to the very act of nation building. The early Canadian technology was imported from England, where experiment during the Industrial Revolution led from wooden tracks to iron rails and flanged wheels. (*The Canadian Encyclopedia*, Vol. III, 1985, p. 1541).

OTHER TECHNIQUES

New Words

The first letter of each word in a sequence can be used to create a new word. For example: words like NASA and SCUBA are examples of acronyms. Create a new word to help you remember the following list of bones found in the hand. You might then associate this new word with a particular image.

Scaphoid
Unciform
Semi-lunar
Cuneiform
Magnum

You might come up with the word: SCUMS

- Are there other words you might create?

- Do they suggest any images?

TRY THIS

Use word creation to help you remember details about Mars:

"The thin Martian atmosphere is equally harsh—almost all carbon dioxide, with just a trace of nitrogen, argon, oxygen, and water vapor." (from "Mission to Mars", by Michael Collins, *National Geographic*, November 1988, p. 734)

- What new word did you create?

- What image does it suggest to you?

New Sentences

Create sentences using the first letters of each of the words in a series. For example, to remember the list of bones given above, you might create the sentence:

Silly Clowns Usually Move Slowly

Now, you make one up:

Rhymes or Tunes

Rhymes such as "Thirty days hath September..." are often helpful for recalling specific information. Making up a rhyme or a jingle may help you to remember certain details. For example, to remember the position of the bones try something like this:

Cuneiform, lunar and scaphoid on top
Unciform, magnum, trapezoid, that's the lot!

A word of caution:

Although these techniques (linking, new words, sentences and rhyming) can be very effective, keep in mind that they are designed for *rote* learning, not for understanding information. These techniques should not become too complicated, otherwise they can be forgotten.

REVIEW

The review of information is an integral part of active reading, note-taking and memorizing. To make sure that the information you learned is remembered, review it as soon as possible, preferably within the first 24 hours. Periodic reviews on a weekly or monthly basis are also needed, to reinforce learning and to keep new material integrated with that which is already mastered.

BEST COPY AVAILABLE

CONCLUSION

This booklet has provided an opportunity for you to practise some skills associated with reading, note-taking and recall. These ideas can be adopted to apply to your own learning situation.

Write down the most important thing you learned about reading actively.

_____

_____

What is the most important thing you learned about taking notes?

_____

_____

What is the most important thing you learned about recall?

_____

_____

NOTES:

CONCENTRATION LESSON 4

TABLE OF CONTENTS

INTRODUCTION 1

- Getting the Most from This Package 1
- Video Index 3
- Self-Assessment 4

MOTIVATION 5

CONCENTRATION 6

- Internal Distractions 6
- External Distractions 9

NEGOTIATING WITH FAMILY AND FRIENDS 12

- "You" and "I" Messages 12

CONCLUSION 15

INTRODUCTION

This booklet accompanies the video program entitled **THE SURVIVOR'S GUIDE TO LEARNING—Concentration** and is designed to help you concentrate better. Like the video, this booklet suggests some ways to motivate yourself and to eliminate internal and external distractions that interfere with concentration. The suggestions are intended to be used as guidelines. You are encouraged to adapt or change the material to suit your learning preference and lifestyle. This booklet suggests ways to:

- get motivated
- concentrate better
- set up a place to study

GETTING THE MOST FROM THIS PACKAGE

This booklet is intended to be used with the video program **Concentration** from the series **THE SURVIVOR'S GUIDE TO LEARNING.** The booklet and video program are full of tips and practice exercises on how to survive your present learning experience. Use the package as a guideline; you are encouraged throughout to be inventive and modify the information to suit your own learning style.

Pre-viewing Activities

1. First of all, complete the Self-Assessment section on page 4. This exercise will provide you with an assessment of your current knowledge of the content and prepare you for watching the video.
2. Turn to the Video Index on page 3. The headings refer to the various sections within the video presentation. Reviewing the index will provide you with an overview of the program content.
3. Be specific about your viewing objectives. You may find it useful to jot down a few questions beside each section in the video index to help focus your own viewing of this program.

While You Are Viewing

1. Since educational television programs generally include more material than can be digested all at once, view the program in its entirety and then, after clarifying any difficulties and reviewing specific learning objectives, view selected portions a second, even a third time.
2. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created by commercial TV and focus your attention on *your* purpose for viewing the program.
3. Use the tape counter to prepare for the viewing session. Set it to zero at the start of the program to help pinpoint the location of segments to be reviewed later. You can then create a log by jotting down the counter numbers that correspond to important segments, and recording the numbers on your video index beside the headings.
4. The video index provides you with a skeleton outline of the program. You may find it useful to jot down some key ideas from the program to help you remember the information.

Post-viewing Activities

1. If you have been taking notes from the program, take a minute to review and add finer detail.
2. If you developed some questions for yourself as part of your pre-viewing activity, can you answer them now?
3. Thumb through the booklet to orient yourself to the layout and content. Then work through the booklet as directed. You may want to select specific exercises to focus on.

Good Luck!

This booklet has been designed so that you can photocopy the blank forms for later use. Feel free to make as many copies as you like.

VIDEO INDEX—CONCENTRATION

Record tape counter numbers

(_____) Introduction

(_____) Motivation

- Maintaining Motivation

(_____) Internal Distractions

- Worries
- Daydreams
- Taking Control

(_____) External Distractions

- Taking Control

(_____) Conclusion

SELF-ASSESSMENT

The following questions deal with motivation, coping with distractions and setting up a place to study. They will help you become aware of your present strengths and weaknesses.

	YES	NO	SOMETIMES
1. Do I feel motivated to learn?	_____	_____	_____
2. Do I know the reasons I am continuing my education?	_____	_____	_____
3. Do I know what my goals are?	_____	_____	_____
4. Do I try to balance my school work with other personal needs?	_____	_____	_____
5. Am I able to concentrate on the tasks I want to accomplish?	_____	_____	_____
6. Am I able to say "no" to requests that interfere with my studying?	_____	_____	_____
7. When bothered by random thoughts and day-dreams, do I know what to do to keep on studying?	_____	_____	_____
8. When worried about something, do I know what to do to keep on studying?	_____	_____	_____
9. Do I have a specific place to study?	_____	_____	_____
10. Do I organize the area where I study?	_____	_____	_____
11. Do I know how to reduce distractions when I study?	_____	_____	_____
12. Do I know when and where I study best?	_____	_____	_____
13. Do I study in a well-lit, well ventilated environment?	_____	_____	_____

If you answered "yes" to most of the above then you are probably able to concentrate on your learning. If you answered "no" or "sometimes" to questions 1-8, pages 5 to 9 may help you make some modifications. Questions 9 to 13 are addressed on pages 9 through 15. For greater detail in defining goals and balancing needs, refer to the **Time Management** booklet and video.

MOTIVATION

Motivation is a big ingredient in successful learning. Motivation refers to the reason behind an action. Having a clear sense of purpose and direction as well as a strong reason for accomplishing tasks is central to success as a learner. Without that focus, it can be difficult to concentrate on what you are trying to do. As pointed out in the video program, the starting point is to ask yourself why you are in school. What are your goals? What do you want to accomplish? How do your courses fit into these goals? Are your goals attainable and realistic? (For more detail on goal-setting, refer to the video program and booklet called **Time Management**.)

An important part of developing your ability to concentrate is being able to relate your goals to the task you are doing. Be aware of that connection.

Establish whether your goals are realistic and whether your reason for furthering your education comes from within yourself. When your goals are unrealistic or influenced by other people, motivation is reduced and it is difficult to concentrate.

When learning, it is important to build in success, some positive reinforcement, some motivation to keep you going. When you complete an assignment, pass a test or finish a review session, give yourself a treat. Take a break, do something you enjoy, keep up the momentum.

When you find it difficult to concentrate, try relating the task at hand to your goals. This should help you keep your mind on the task, with a clearer sense of what you have to do and where you want to go. Staying motivated by having a clear sense of purpose and direction helps enhance your concentration and persistence.

CONCENTRATION

Concentration is the ability to focus or centre your attention on a particular task and to ignore distractions. Concentration can be enhanced with practice and a few modifications to your study environment. Inability to concentrate is a frequent complaint, particularly when adults are trying to manage a variety of roles and commitments in their lives.

One of the first steps in increasing your ability to concentrate is to *plan* to concentrate. This involves consciously setting aside time to study and deliberately planning to reduce or eliminate distractions that interfere with the task at hand. As mentioned in the video, distractions can come from both internal and external sources. Internal distractions include daydreaming, worrying, hunger or other discomforts. External distractions include noise, and people or activity present where you are trying to study.

INTERNAL DISTRACTIONS

TRY THIS

Decide on a task related to your studies. For example, choose a passage from one of your textbooks or review some notes. See how long you are able to concentrate on the material. If you find that your mind starts to wander, try one of the following suggestions:

1. Become *actively involved* with what you are studying.
   - Develop an interest in the material:
     - jot down key words or phrases
     - make links with material you already know
     - connect the information with your personal goals
     - apply the information to your own life.
   - Draw a picture of what you are reading.
   - Talk about the subject matter out loud.
   - Underline or highlight the key points.
   - Quiz yourself to test your recall and understanding.
2. Acknowledge that you have broken your concentration and place a check mark on a piece of paper. Then, return to your task. By keeping a record of the interruptions you can document how often they occur and gain control over them. If your mind starts to wander again, place another check mark and return to your task. Gradually, you should notice that the check marks will become fewer and fewer and you will be able to concentrate for longer periods of time. If this does not happen, then you need to pay attention to the *content* of the interruptions and plan some time to deal with the issue.
3. Acknowledge that you have broken your concentration and say out loud or under your breath "STOP." Then, return to your task. Don't spend too much time giving in to the daydream.
4. Stand up, stretch or walk around your chair. Then return to work and accomplish your task.
5. Build in breaks. Allow yourself time just to think randomly or daydream. Setting aside time to daydream can actually provide you with a needed break. Also, if you find that you can no longer concentrate on your task and your concentration is being broken repeatedly, you may need to do something different and return to your task later.

Worry frequently intrudes on concentration. As pointed out in the video, worries and anxieties are important signals that some kind of action is needed. If you have a concern that is interfering with your studying, this may be telling you that there is a need to take some action. The following process is one way to improve your concentration when something is worrying you.

TRY THIS

1. Identify the problem:

2. Think of some possible solutions. Jot them down as they occur to you.

3. Choose the solution you feel is the best one. Write it down here:

4. Think of what ACTION you can take to move towards resolution. For example, is there a phone call you can make? Should you make an appointment? Should you seek someone else's advice? Whose?

5. Once you have decided on a course of action, carry it out or, if it is not appropriate at this time, return to your work and follow through later. The key to dealing with this kind of distraction is to do something about the situation to the best of your ability—don't just worry.

TRY THIS

Suggest some ways to solve the following situations:

Catherine is attempting to study for a chemistry exam tomorrow. By the time she is halfway through a problem, she finds herself thinking about the date she has for the dance Saturday night. She has done and re-done the same problem for an hour now. What suggestions do you have to help Catherine deal with this difficulty?

Brian is a full-time university student, married and living on a grant. They just had their first child and his wife is not currently working. Brian has just quit his part-time job because it is interfering with his studies but he finds now that he is constantly worried about their financial situation. Every time he sits down to study, he is unable to concentrate because he is worried that he will not have enough money to make it to the end of the month. What suggestions do you have for Brian so that he will be better able to concentrate on his studies?

Sue is taking a home-study course. She has two pre-school children at home. Every time she sits down to study, one of them needs a drink, his diapers changed, etc. Sue is becoming frustrated and feels that she is never going to complete her course. What are some arrangements that Sue could make to enable her to concentrate on her work and manage two young children as well?

Possible Solutions:

There could be many different solutions to the above situations. You could have suggested that every time Catherine starts to think of her date, she whisper "STOP" under her breath or take a break and schedule some specific time to daydream. You might suggest that Brian and his wife sit down together and go through the problem-solving process suggested above to come up with some suggestions regarding how they might deal with their financial situation. For Sue you might suggest that she plan to study while the children sleep or make arrangements with a neighbor to take the children so she is able to concentrate.

EXTERNAL DISTRACTIONS

External distractions which occur in the place you are trying to study are a normal part of learning. The key is to realize that you have control over how you react to these distractions. Take a minute and think of some of the distractions that you frequently experience when you are studying or some that you may be experiencing right now, and jot them down. How much noise is there? What kind of noise? Is the room too hot or too cold? Are there people that distract you?

What steps can you take to reduce the chance that these distractions will interfere with your studying? For example: could you put on an answering machine if phone calls are interfering? Could you put a DO NOT DISTURB sign on your door, or study while the children sleep? Use the space below and jot down some ideas on how you might deal with the distractions you identified above.

Ideally, for periods of concentrated effort the place where you study should be separate from the other areas of your life. It is important to cue yourself that it is time to learn. The place where you study should be associated with working and not with sleeping, eating or other non-work activities. By allocating a specific place in which to study you can train or condition yourself to expect to concentrate and work when you sit down at the desk or table. You can control potential distractions and become better organized if all your supplies, books, etc. can be kept in one place.

However, sometimes space such as the kitchen table may have to double as a study area. Here are some steps you can take to increase the probability that you will be able to work in a particular place.

- Remove any material that is not directly related to the task at hand (magazines, newspapers, dishes, etc.)
- Reduce any distractions that might interfere with your work (turn the table away from the window, face a wall, turn off the radio, etc.)
- Use the space when others are not using it.

A specific place to study:

- **cues you that it is time to concentrate/work**
- **reduces distractions**
- **keeps you organized, by having supplies in one area**
- **separates studying from other aspects of your life.**

ASK YOURSELF:

Take a few minutes to assess your present study area. Use the following checklist:

	Yes	No
1. Do you have a desk or table available?	_____	_____
2. Is the lighting good? Do you experience any glare or shadows? (A desk lamp combined with a ceiling light can cut down on shadows and/or glare.)	_____	_____
3. Is your chair comfortable? Is it the correct height for the desk or table?	_____	_____
4. Do you have a level surface on which to write?	_____	_____
5. Is the ventilation good? Not too hot or too cold?	_____	_____
6. Are there visual distractions? What are they?	_____	_____
7. Is your study area cluttered with material not related to studying? Can you put this somewhere else?	_____	_____
8. Do you have the necessary supplies?	_____	_____
9. Do you have enough room to write?	_____	_____
10. Is the area noisy? What kinds of noise do you hear?	_____	_____

BEST COPY AVAILABLE

The key is to find a place that suits your needs as a learner. Not everyone requires the same amount of quiet. Think about where you prefer to work. What time of day do you work best? Some people are more efficient early in the morning. Try to do your studying at times when you are at your best. Do you need absolute quiet? Do you prefer background noise? Some noise cannot be eliminated, but there are some creative ways you can reduce its impact:

- Wear ear plugs.
- Wear headphones.
- Wear a "Walkman." Most people find "meaningful" noise such as people talking, singing, etc., distracting. But many find that classical, baroque or "easy listening" music can help them focus on their schoolwork.
- Create "white" noise—put on a fan or air conditioner. This type of noise can often drown out the bothersome noise.

Some other tips to help you concentrate include:

- Focus on the process of learning. Decide to spend two hours studying a particular subject instead of focusing on the goal of getting an "A." This helps you to keep your mind on the task at hand and keep your expectations realistic.
- If you have a high priority task that is likely to interfere with your studying (e.g., paying the gas bill, making a doctor's appointment), get it out of the way before starting to study. Don't make the mistake of giving time to low priority tasks. They will eat up the available time and leave you with important tasks unfinished.
- Keep a log of the productive and non-productive times you spend studying. By establishing a baseline of information you can keep track of how well you are doing. You will probably discover that you spend more productive time that you originally thought.
- Try to identify the sources of the distractions. Are you tired? Is this due to late nights? Not enough exercise? Are you hungry? Are you experiencing pain? Are you worried? What about?

Remember, you are the one who is in control of your learning. The more aware you can become of yourself, your needs and your motivation for learning, the more able you will be to concentrate. Similarly, becoming aware of your surroundings, finding creative ways to reduce distractions and setting up a permanent place to study can increase your opportunity to concentrate and accomplish your educational goals.

BEST COPY AVAILABLE

NEGOTIATING WITH FAMILY AND FRIENDS

Part of being able to concentrate may require making some arrangements with family and friends to minimize interruptions. Learning to give clear messages about what you need as a learner ("I" messages) and being able to negotiate these needs with others can help to reduce tensions from perceived demands and confused expectations.

Instead of saying: "you keep interrupting me"; "you won't let me get anything done"; or "you never let me study", say: "I have to get this assignment done this morning—could I please call you back in an hour?" or "I'm feeling a lot of pressure to get this essay done. Can we make some arrangement so that I can have a block of time, yet spend some time with you later?"

This way, the message is clearer and each party is aware of the needs and feelings of the other. By giving the message with "I" instead of "you" the potential for accusations, feelings of guilt and misunderstandings is likely to be reduced.

The following is taken from *Becoming A Master Student* by David B. Ellis. It further explains what "I" messages are and how to communicate these.

"YOU" AND "I" MESSAGES

"You" messages

It can be difficult to disagree with someone without his becoming angry or your becoming upset. When conflict occurs, we often make statements about the other person, or "You" messages:

"You are rude."

"You make me mad."

"You must be crazy."

"You don't love me anymore."

This kind of communication results in defensiveness. The response might be:

"I am not rude."

"I don't care."

"No, you are crazy."

"Of course I do, dear."

"You" messages are your own assumptions about someone else. They label, judge, and blame. Sometimes even praise can be an ineffective "You" message. "You" messages don't work. They are hard to listen to, they lack credibility, and they demand rebuttal.

"I" messages

When communication is emotionally charged, consider limiting your statements to descriptions about yourself. Replace "You" messages with "I" messages.

For example:

"You are rude" might become "I feel upset."

"You make me mad" could be "I feel angry."

"You must be crazy" can be "I don't understand."

"You don't love me anymore" could become "I'm afraid we're drifting apart."

An effective "I" message includes at least a few of the following five parts:

1. Observation
2. Feelings
3. Thoughts
4. Wants
5. Intentions

Observation

Describe the facts—the indisputable, observable realities. Talk about what you see, hear, smell, taste, or touch. These are not judgments. Make a distinction between what you observe and your judgment about it.

Feelings

Describe how you feel. It is easier to listen to "I feel frustrated" than "you never help me." Talking about how you feel about another's actions can be valuable feedback for that person.

Thoughts

Communicate your thoughts. Use caution. Just because your statement begins with an "I", doesn't qualify it as an "I" message. "I think you are inconsiderate" is a "You" judgment in disguise.

Wants

Communicate what you want. You are far more likely to get it. If someone doesn't know what you want, he doesn't have a choice about helping you get it. Ask clearly. Avoid demanding or using the work "need." Most people like to feel helpful, not obligated.

Intention

The end part of an "I" message is a statement about what you intend to do. Have a plan that doesn't depend on the other person. Communicate your plan...

"I" messages don't create resistance or defensiveness. They don't evaluate or put down. They don't invite the other person to counteract with name-calling or blaming. We alone are responsible for our experiences. "I" messages require us to be honest and genuine with our feelings. Judgment has no place in an "I" message.

from: David B. Ellis, *Becoming A Master Student*. Rapid City, SD: College Survival, Inc, 1986. pp. 212-213

BEST COPY AVAILABLE

TRY THIS

Using the space below, think of a recent situation where clear, negotiable "I" messages might have been appropriate.

Describe the situation:

What was the outcome?

What "I" messages did you or could you have used?

How might these have affected the outcome?

CONCLUSION

This booklet has provided you with some suggestions on how to concentrate by increasing motivation and reducing internal and external distractions. Relating learning tasks to goals, taking action when you are worried, coping with noise, and designating a regular place to study all help to enhance your ability to concentrate on the task at hand. The tips provided here can be incorporated into your particular lifestyle and way of learning.

1. Whenever I have difficulty concentrating I intend to:

_____

_____

_____

2. Whenever I am interrupted while studying I intend to:

_____ _____

_____

_____

3. The place I work best is _____

4. The time I work best is _____

5. The place I presently study is adequate? _____

   inadequate? _____

6. I intend to make the following changes:

_____

_____

NOTES:

EXAM PREPARARTION

LESSON 5

TABLE OF CONTENTS

INTRODUCTION 1

- Getting the Most from This Package 1
- Video Index 3
- Self-Assessment 4

PART I: PREPARING FOR EXAMS 5

- Plan 5
- Review 5
- Anticipate and Practise 10
- Determine the Underlying Structure 11
- Map the Course 12
- Study Groups 19
- Memorizing Material 19
- Learning Styles 21
- Exam Preparation Checklist 23
- Post-Exam Checklist 25
- Looking After Yourself 25

PART II: WRITING EXAMS 26

- General Tips 26
- Writing Objective Exams 27
- Writing Essay Exams 29

CONCLUSION 35

INTRODUCTION

Do you ever feel unprepared for your exams? Do you find yourself cramming at the last minute, stressed and anxious? Are you often unsure of what you should study?

If you answered "Yes" to any of these questions, this booklet and the video called **THE SURVIVOR'S GUIDE TO LEARNING—Exam Preparation** can help you be better prepared for your next exam. They are designed to help you prepare for and write both objective and essay type examinations. The suggestions are intended to be used as guidelines, and you are encouraged to adapt or change the approaches to suit your particular way of doing things.

It is very common for adult learners to experience anxiety about writing exams. However, some of this anxiety can be reduced by planning ahead and learning certain techniques for preparing for and writing exams. Being properly prepared for the exam can reduce stress, increase your confidence and improve your marks. This booklet provides the opportunity to practise some necessary basic skills, beginning with a self-test to assess your present approach, which is found at the end of this Introduction.

Part I contains:

- ways to plan
- ways to review
- ways to anticipate exam questions
- ways to practise for the exam.

Part II contains:

- general tips for writing exams
- tips for writing objective exams
- tips for essay exams.

GETTING THE MOST FROM THIS PACKAGE

This booklet is intended to be used with the video program **Exam Preparation** from the series **THE SURVIVOR'S GUIDE TO LEARNING**. The booklet and video program are full of tips and practice exercises on how to survive your present learning experience. Use the package as a guideline; you are encouraged throughout to be inventive and modify the information to suit your own learning style.

Pre-viewing Activities

1. First of all, complete the Self-Assessment section on page 4. This exercise will provide you with an assessment of your current knowledge of the content and prepare you for watching the video.
2. Turn to the Video Index on page 3. The headings refer to the various sections within the video presentation. Reviewing the index will provide you with an overview of the program content.
3. Be specific about your viewing objectives. You may find it useful to jot down a few questions beside each section in the video index to help focus your own viewing of this program.

While You Are Viewing

1. Since educational television programs generally include more material than can be digested all at once, view the program in its entirety and then, after clarifying any difficulties and reviewing specific learning objectives, view selected portions a second, even a third time.
2. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created by commercial TV and focus your attention on *your* purpose for viewing the program.

3. Use the tape counter to prepare for the viewing session. Set it to zero at the start of the program to help pinpoint the location of segments to be reviewed later. You can then create a log by jotting down the counter numbers that correspond to important segments, and recording the numbers on your video index beside the headings.
4. The video index provides you with a skeleton outline of the program. You may find it useful to jot down some key ideas from the program to help you remember the information.

Post-viewing Activities

1. If you have been taking notes from the program, take a minute to review and add finer detail.
2. If you developed some questions for yourself as part of your pre-viewing activity, can you answer them now?
3. Thumb through the booklet to orient yourself to the layout and content. Then work through the booklet as directed. You may want to select specific exercises to focus on.

Good Luck!

This booklet has been designed so that you can photocopy the blank forms for later use. Feel free to make as many copies as you like.

VIDEO INDEX—EXAM PREPARATION

Record tape counter numbers

(_____) Introduction

(_____) Plan (Stages of Review)

- Immediate Review
- Regular Review
- Concentrated Review

(_____) (Methods of Review)

- Anticipate and Practise
- Summarizing and Outlining
- Study Groups

(_____) Conclusion

SELF-ASSESSMENT

Consider how you generally prepare for and write examinations. The following questions should increase your awareness of your present approach—your strengths and weaknesses. To get some idea of how well you prepare for and write exams, check yourself on the following good habits:

	YES	NO	SOMETIMES
1. Do I have a method of preparing for exams?	_____	_____	_____
2. Do I start to prepare for exams early in the term?	_____	_____	_____
3. Do I schedule specific times for review?	_____	_____	_____
4. Do I organize the course material in a concise, easy-to-study manner?	_____	_____	_____
5. Do I find out what will be on the exam and study that?	_____	_____	_____
6. Do I practise skills I will need for the exam (e.g., analyze information, solve problems, memorize details)?	_____	_____	_____
7. When writing an exam, do I check over the entire exam first?	_____	_____	_____
8. Do I start with the easy questions first?	_____	_____	_____
9. Do I budget my time, allotting time according to the worth of the questions?	_____	_____	_____
10. Do I allow time for review?	_____	_____	_____
11. Do I circle or underline the key words or phrases to ensure that I follow instructions carefully?	_____	_____	_____
12. Do I know how to write objective-type exams?	_____	_____	_____
13. Do I know how to write essay exams?	_____	_____	_____
14. Do I look after my physical and emotional health during exam time?	_____	_____	_____
15. Do I have effective ways to reduce exam-related anxiety?	_____	_____	_____
16. Do I have realistic expectations for myself?	_____	_____	_____

If you answered "yes" to the majority of these questions you have a good approach to exams. If you answered "no" or "sometimes" to questions 1-6, refer to PART 1, Preparing for Exams. If you answered "no" or "sometimes" to questions 7-13, the tips in PART II may help you. Questions 14-16 refer to how you deal with exam-related anxiety and stress. If you answered "no" or "sometimes" to these questions, see page 25. You may need to re-examine the ways you cope with stress, or seek some advice from a counsellor.

PART I:
PREPARING FOR EXAMS

PLAN

As pointed out in the video, one thing that successful students do is plan for the exam. They start to prepare themselves a long time before the test, thinking about the kinds of questions, allotting time needed for review, and setting priorities.

To ensure that review times and all scheduled assignments, mailing dates, exams, and so on, are properly planned, a MASTER CALENDAR is a valuable resource. This self-prepared calendar maps out the entire academic term or semester. See the examples on page 6 and 7. For more detailed information about the management of time, see the video program and booklet called **Time Management.**

A master calendar enables you to:

- get started early
- plan your study and review times
- avoid last minute rushing and unpleasant surprises (e.g., essay due tomorrow)
- see the whole term at a glance
- see where there are blocks of time for scheduling review, recreation, family commitments, work, etc.
- have a sense of where you are going
- anticipate what is expected.

REVIEW

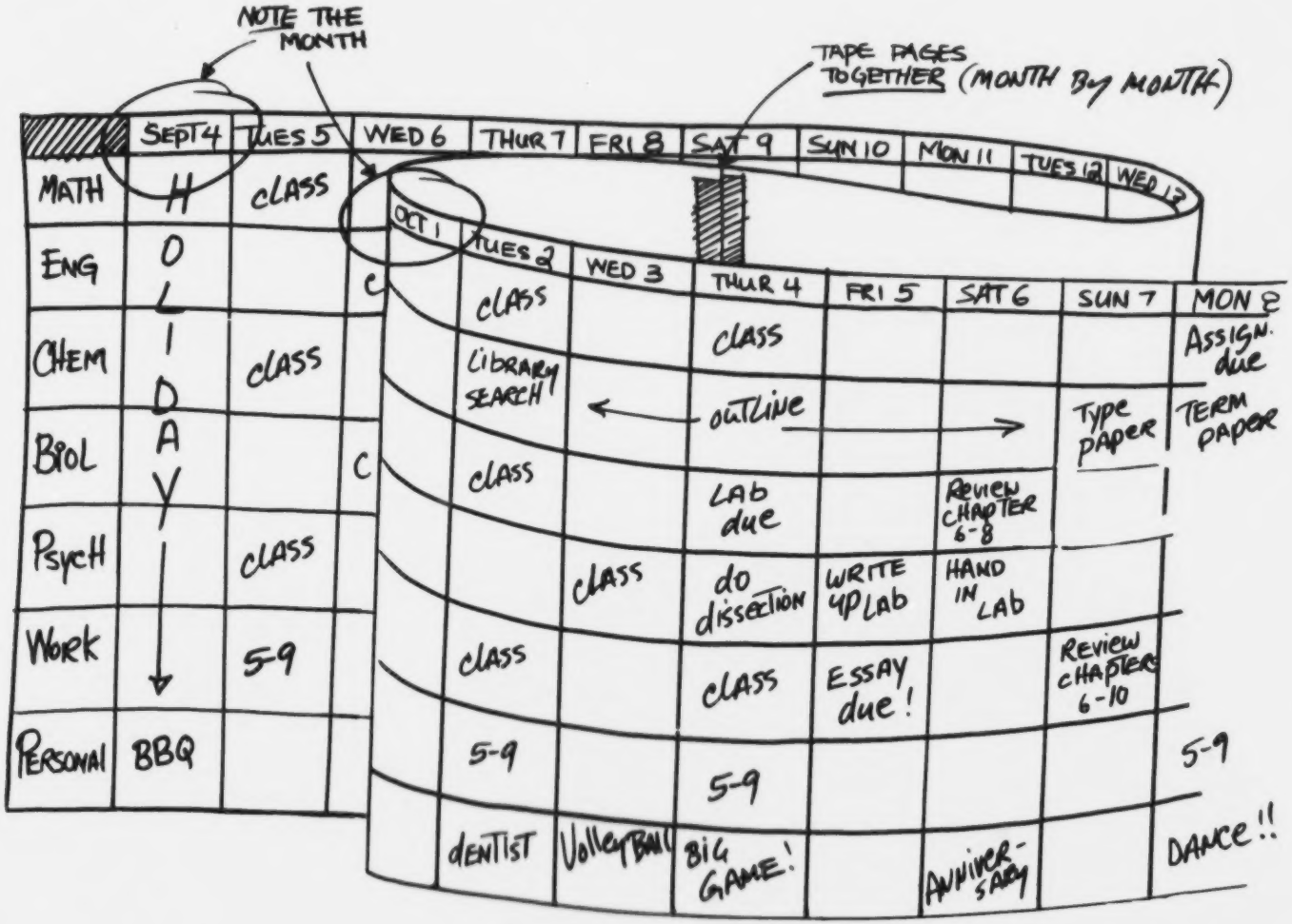
The process of review helps students store information in their long-term memory so they will be able to recall it when needed. The three types of review are discussed in the video. They include:

- **immediate review:** 5 to 10 minutes of review time immediately following a reading assignment, lecture or completion of a home-study lesson. This allows you to summarize the key points from the material and identify questions or areas of difficulty.
- **regular review**: longer, periodic reviews of three to four hours in each subject area, scheduled in blocks throughout the term. These reviews allow you to cover material that has accumulated to date and keep you "on top" of the course content.
- **concentrated review**: blocks of review time scheduled just before the exam. This should not be confused with "cramming", which occurs when people try to learn the entire body of material at the last moment. Concentrated review means taking the summaries you have made from your studies and reviewing them in a final concentrated effort.

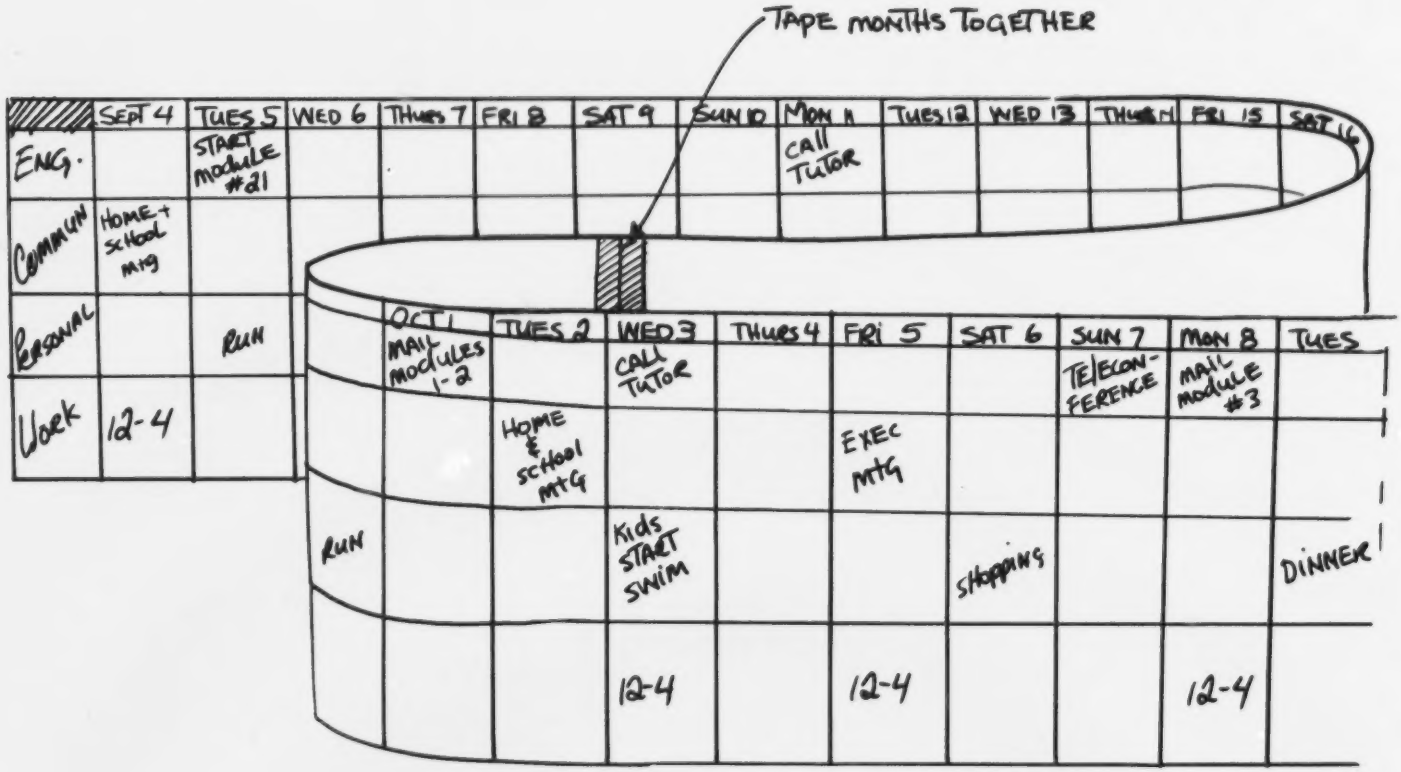
  This maximizes your retention and refreshes your memory of material covered in the regular reviews. It also allows you to identify any areas which need re-studying.

BEST COPY AVAILABLE

Master Schedule for Full-time Student (on campus)



Master Schedule for Part-time Distance Learner



TRY THIS

Develop a master calendar of your own. Use part of a "yearly planner" or tape several 8 1/2" x 11" sheets of paper together. Be sure to leave enough squares or blanks for three to six months to accommodate the entire term or academic year. Record the important dates, deadlines, class times, and so on, and start to make decisions about how you are going to organize the term. If you work in pencil you can correct if necessary. Tentatively assign times for completing sections of courses, set some approximate mailing dates for home-study materials and block out time for regular and concentrated review times. Plan to review each subject at least three times before mid-terms and again at finals. Allow three to four hours for each of the regular reviews, with frequent breaks.

When preparing your master calendar, consider the following questions:

1. What are the fixed times (classes, teleconference sessions, tutorials, labs, mailing deadlines, etc.)?
2. When are the exams scheduled?
3. What assignments are due when?
4. What other commitments do I have that should be included in this calendar (family commitments, work, social events, etc.)?
5. When can I schedule regular review times?
6. When can I schedule concentrated review times?

Keep the Master Calendar:

- large
- graphic
- clear
- readily available (keep it in a folder, put it on your wall or fridge!)

DO IT YOUR WAY! Be creative, develop the calendar in a way that works best for you. Modify the model shown, color code the different events, include pictures/symbols, etc. You can keep it quite sketchy or make it more detailed. The main purpose is to create something that works for you, something that gives you a sense of where you are going this term and provides you with a framework within which to deliberately schedule the important review times.

When developing your master calendar, be sure to:

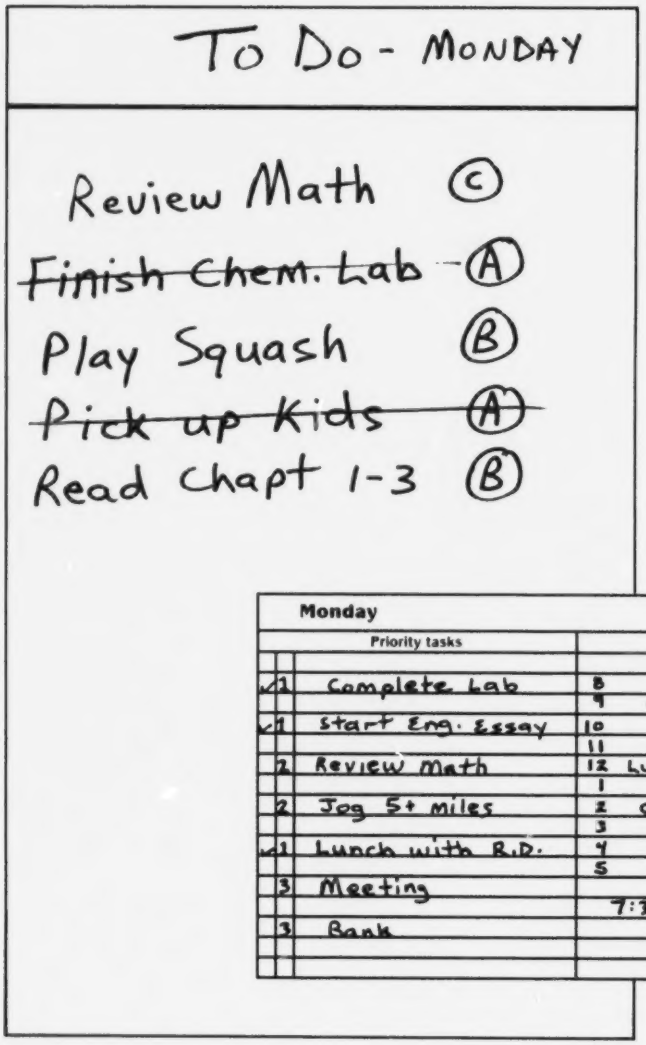
- include free or recreational time
- keep your scheduling realistic (don't work all the time)
- build in some flexibility (leave some unassigned times).

When preparing your master calendar, get the course outline and/or reading list for each course and note when exams and assignments are scheduled. If there is no outline provided by the instructor or in the course materials, develop one of your own based on a description of the scope and content of the course. The table of contents in the text book or study guide may also provide you with some clues.

Next, find a convenient way to organize your time on a weekly and daily basis. One suggestion is to use a date book in which you can list the fixed commitments (classes, work times, meetings, etc.), deadlines (assignments, exams) and review times (regular, concentrated). Home study students may find it helpful to set some targets and assign some deadlines for themselves. Be sure also to include social activities, recreation and some free time along with study tasks. An example of a weekly planning list is found below. For more detail regarding organizing your time, refer to the video and booklet dealing with time management.

Sample Date Book Entry for Part-time Student

	SUN	MON	TUES	WED	THURS	FRI	SAT
7:00 am	—	BREAKFAST —					FREE AND FAMILY TIME
8:00 am		Drive	Drive	Drive	Drive	Drive	
9:00 am			volunteer play school		volunteer		
10:00 am	church						
11:00 am		Drive	Drive	Drive	Drive	Drive	
12:00 noon	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
1:00 pm		Class		Class		Class	
2:00 pm		study		study		study	
3:00 pm	study						
4:00 pm	study	Run		Run		Run	
5:00 pm							
6:00 pm		WORK					
7:00 pm	study						
8:00 pm							
9:00 pm							
10:00 to midnight							



SAMPLE "TO DO" LISTS

Monday

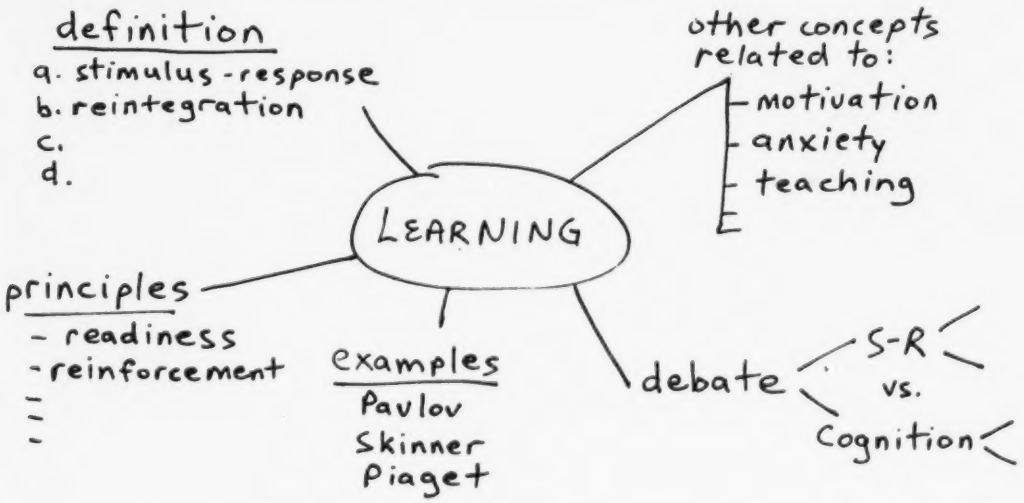
	Priority tasks	Schedule	Comments
✓1	Complete Lab	8	
		9 class ↕	give notes to Pat
✓1	start Eng. Essay	10 ↓	
		11	
2	Review Math	12 Lunch with R.D.	
		1 ↓	
2	Jog 5+ miles	2 Class	
		3	
✓1	Lunch with R.D.	4	
		5	
3	Meeting		
		7:30 Meeting	not that N.B.
3	Bank		

ANTICIPATE AND PRACTISE

As mentioned in the video, an effective way to prepare for examinations is to anticipate what will be on the exam and then practise or rehearse the skills that you will be required to demonstrate. Organize the course material in such a way that it allows you to practise skills such as solving problems, analyzing information, labelling diagrams, and comparing and contrasting. Then you will be better prepared and have more confidence when you actually write the exam. The following sections show how to organize the content of a course in a way that is easy to understand, apply and review.

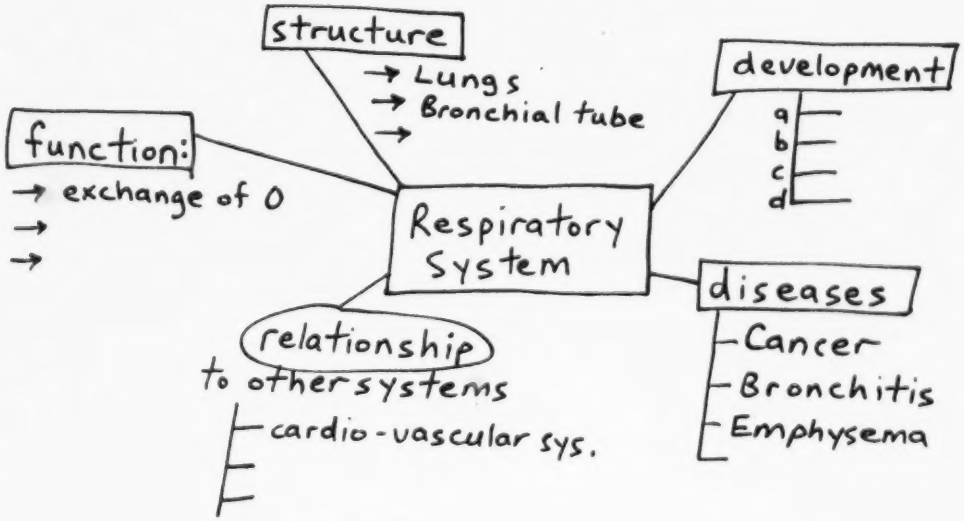
DETERMINE THE UNDERLYING FRAMEWORK

One way to increase your understanding and ability to apply the information in a course is to identify the underlying structure or framework on which the course is based. For example, many humanities and social science courses are organized around KEY CONCEPTS. For example:



* idea of framework is based on material from: Richard Zajchowski & Joan Fleet
University of Western Ontario
Learning Spec. Center

Science courses are often based on SYSTEMS—for example:



TRY THIS

Choose one of the courses that you are presently taking and identify the underlying structure. Is the course organized around key concepts or major systems or by some other method? What are the major principles, theories and related terms? Jot down some of your ideas below:

MAP THE COURSE

Another related approach to organizing course content is to develop a global map. A global map is a picture of the information in a course organized into a concise, easy to understand pattern so that you can see the course as a whole. This will help you to carry out the tasks that will be expected on the exam. It enables you to summarize the most important aspects of the course and avoid learning unconnected bits of information. Organized into a total picture, the map illustrates the relationships among concepts, ideas, dates, events, and so on, and provides order to the information. Make sure you revise your global map regularly to keep the information up to date.

A global map:

- allows you to see the logical structure of the information in the course
- promotes your understanding of the material
- organizes the material in a manageable way
- helps you to practise answering exam-style questions.

Examples of global maps are found on the following pages.

EXAMPLES OF GLOBAL MAPS:

(These are adapted from Patrick Grassick. *Making the Grade: What You Need to Know About How to Prepare For and Write Tests*. Toronto, Ont.: Macmillan of Canada. Division of Canada Publishing Corp., 1983.)

	Theory I	Theory II	Theory III	Theory IV
Definition	~~~~: ~~~~ ~~~~ ~~~~			
Stages of Development	a. —— b. —— c. —— d. ——			
Related Studies	~~~~: ~~~~ ~~~~ ~~~~ ~~~~			
Advantages Disadvantages	: ~~~~ : ~~~~ : ~~~~ —— : ~~~~ : ~~~~			
Major Criticisms	1. 2. 3.			

This would enable you to describe, summarize, compare, contrast, list and criticise.

Science courses may be organized something like this:

Classification of ----

I ~~~~

A.

B.

C. a) i.

ii.

II ~~~~

A.

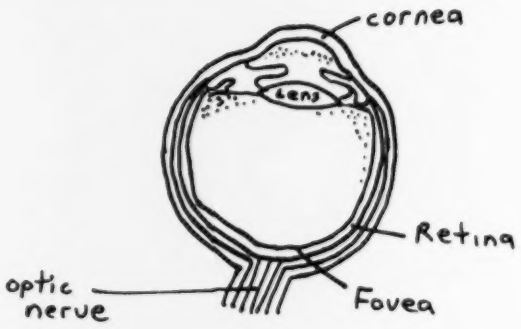
B. a)

C a)

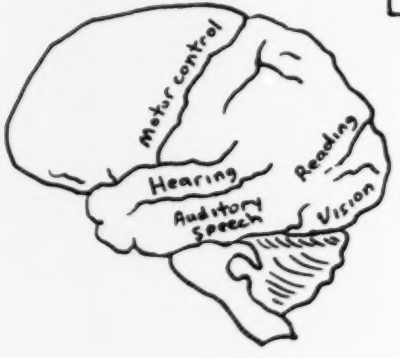
b) i.

ii.

The Eye

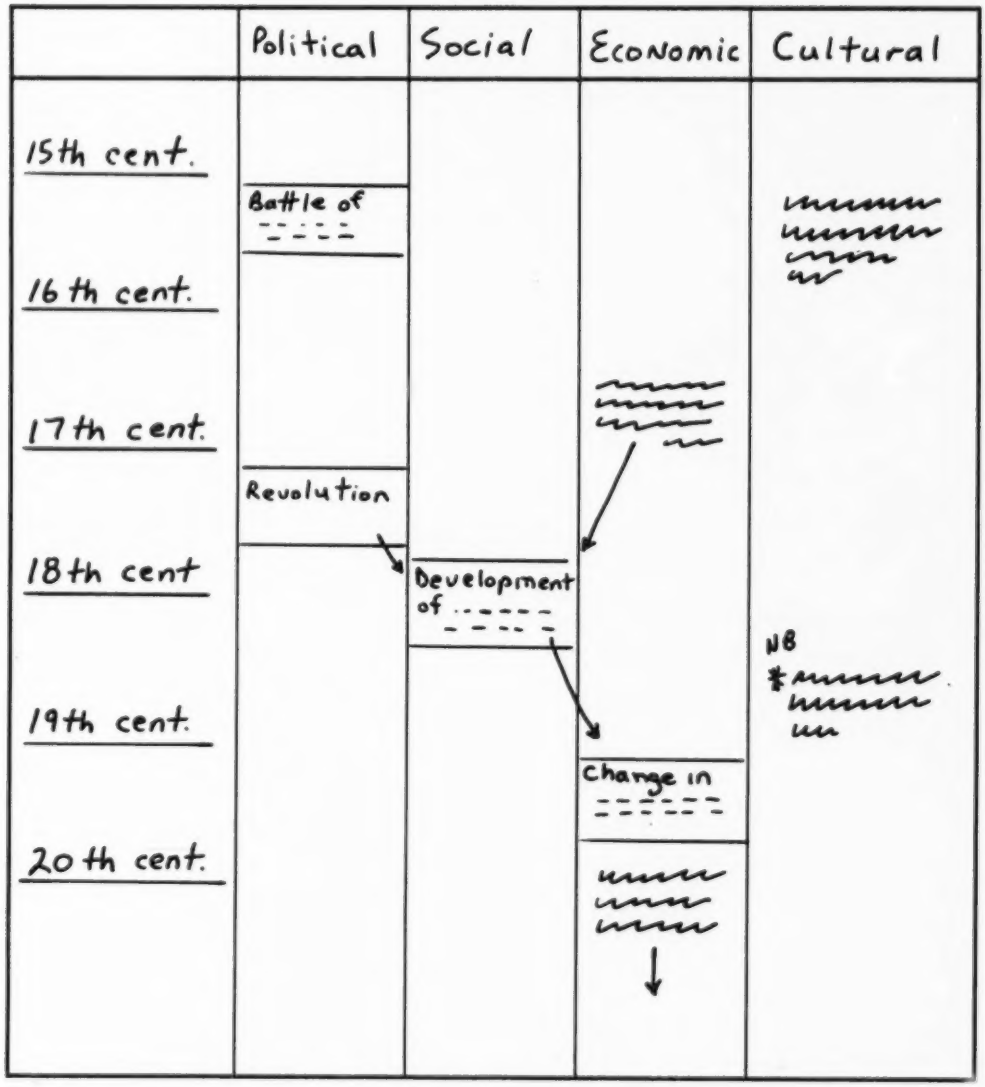


The Brain



This would enable you to outline, compare, label, and describe.

Chronological material can be organized like this:



This allows you to outline, describe, trace, show relationships and details.

For mathematically based courses, the following may be appropriate:

Formula for variance

$$s^2 = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$$

- use as estimate of population variance

Short-cut formula

$$s^2 = \frac{\sum x_i^2 - \left(\sum x_i\right)^2 / n}{n-1}$$

- fewer calculations needed

This enables you to define, solve, find, apply.

TRY THIS

Choose one of the courses you are taking at present.

1. How is this course organized? Is there a pattern to the material? Check your course outline, table of contents, and course descriptions for clues.

   Is the information organized around concepts, systems, dates, individuals, countries?

   Is the information in chronological order? What are the major categories? Formulas?

2. How are you likely to be tested on this material? Will you have to:
   - solve problems?
   - compare/contrast issues, theories, ideas?
   - criticize authors' works?
   - analyze information, problems?
   - define terms?
   - translate from one language to another?
   - label diagrams?
   - trace historical events?
   - categorize information?

3. How can the material be organized to reflect what you will have to do on the exam?

TRY THIS

Practise sketching out how you might organize course content. One way to do this is to take the major headings in your course outline or textbook and turn them into questions. For example: What are the major theories of _____ ? or What major events took place between the years 1900 and 1945? The idea is to develop a framework that allows you to organize the material in a concise, manageable way. Practising what you will have to do on the exam will help you review.

Use the space on the next page to quickly sketch out how you might organize the material in your course. Don't worry about the format too much right now—you can always re-organize it later. Be aware that this particular approach is not appropriate for all courses, so you will have to decide where it fits best and whether it helps you conceptualize the information contained in the course. It may be also applicable to parts of a course but not the whole subject.

Global maps

- use them for review
- keep the information up-to-date
- use them to ask yourself possible exam questions.

BEST COPY AVAILABLE

STUDY GROUPS

As illustrated in the video, the study group can be an effective way to anticipate questions on the exam and to practise the answers. The study group can provide you with immediate feedback, other people's perspectives and a division of labour. Trying out your ideas, explaining concepts to other people and asking about material you don't understand are all ways that a study group can help you study more effectively and efficiently.

The group does not need to be large—even one other person can help. A distance learner can benefit from the advantages of a study group by telephoning one other person or setting up a teleconference.

Getting Started

- Call a friend or two and suggest getting together to study.
- If you are a distance learner, set up a teleconference with a few other interested learners.
- Check whether there are people in your class interested in setting up a group.
- Schedule a specific time for getting together.
- Suggest that certain tasks be divided up or shared; e.g., summarizing a chapter, preparing study questions, arguing the opposite viewpoint.
- Ask your tutor if there are other students who would be interested in studying via a conference call.
- Be sure to build some breaks in to study sessions.

The advantages of a study group include:

- **sharing responsibility for preparing review materials**
- **getting different ideas regarding what might be on an exam**
- **allowing auditory learners to hear information**
- **getting feedback as discussion takes place regarding how well you are doing**
- **being able to make up mock exam questions and test each other.**

MEMORIZING MATERIAL

Many courses also demand that large amounts of detail be memorized, such as definitions, formulae, names and dates. One way to make this material more manageable, accessible and concise is to use 3" x 5" index cards as FLASH CARDS. See the next page for examples of how these can be used.

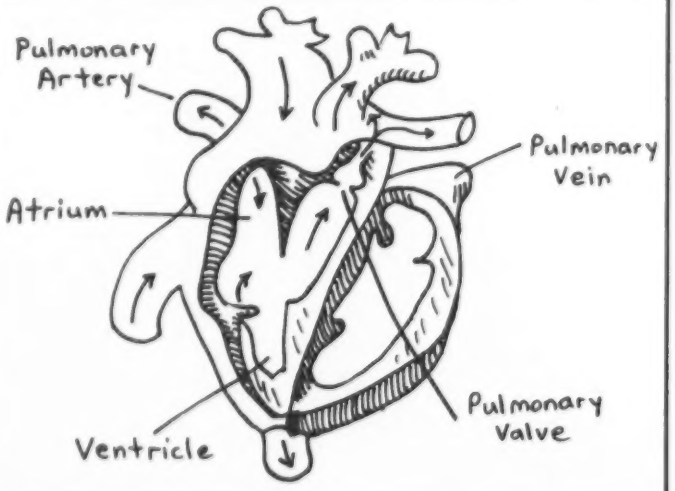
A set of cards can be generated for each subject in which there are items to be memorized. These can be used for frequent reviews. They are easy to carry around and allow you to learn information bit by bit through frequent repetitions. They are easy to store, and useful for "getting started" when studying. Also, the act of writing and summarizing is a valuable review method.

BEST COPY AVAILABLE

CONCEPT

- definition of -----
- example of -----
- application to-----

CONCEPT
(The Heart)



TRY THIS

Consider one of the courses you are presently taking. What items will most likely need to be memorized? List them below:

Choose one of these items and, imagining that the rectangles on the next page are the faces of flash cards, write the term, formula, or concept on the left. On the right side add an example, explanation, definition, or diagram that is associated with the item on the left.

Flash Cards:

- can be used for all types of review
- can be carried with you for convenience
- can be stored easily.

LEARNING STYLES

People have different styles of learning. When preparing master calendars, global maps, flash cards or review sheets, it is important to keep your particular learning style in mind.

Some people learn *visually*. They retain information best when they can see pictures and other images. Drawing pictures to represent objects, ideas or events, and using lots of color helps these people undertand and recall information.

Others learn best *auditorialy*—they prefer to hear information. Reading aloud, listening to others and quizzing themselves aloud enable these learners to grasp material more thoroughly.

Still others are *kinesthetic* learners; that is, they prefer to experience things physically, to use body position and movement to understand information.

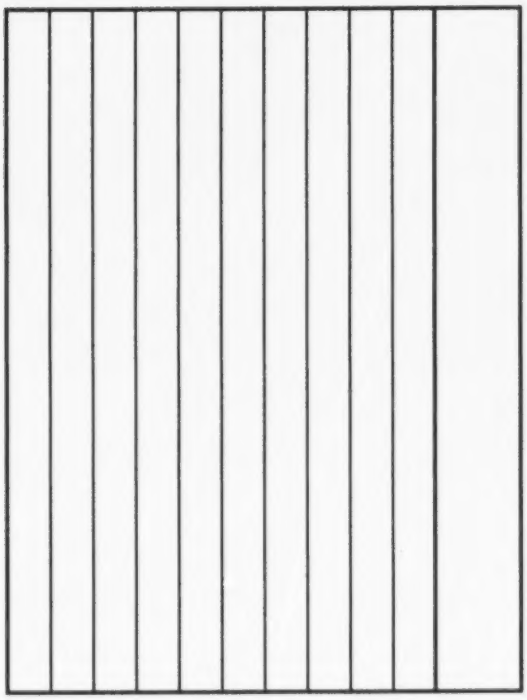
Some people like to learn information in a logical, sequential manner while others prefer to approach material on a more random basis.

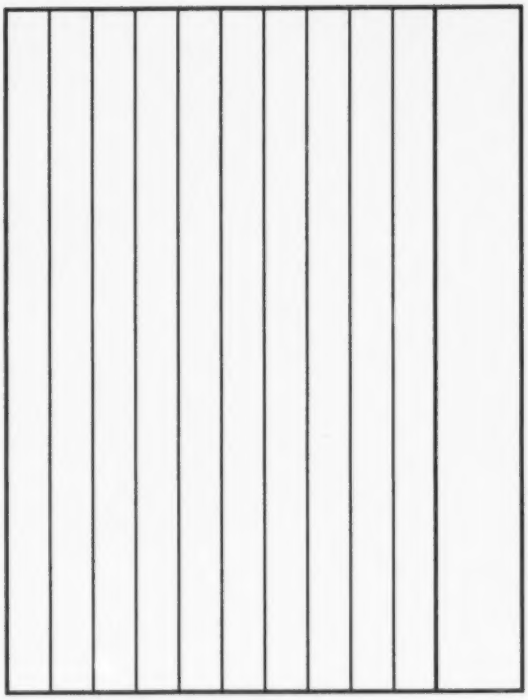
ASK YOURSELF:

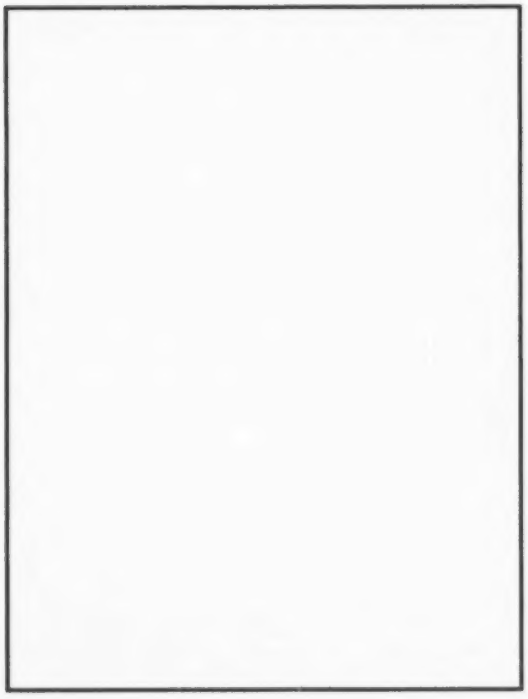
1. How do I learn best? Is it by seeing something, hearing something or physically manipulating or touching something?
2. Do I like to approach things in a logical order or do I prefer to approach tasks less sequentially?
3. Do I learn best when I study alone or with others?

When preparing your global maps and index cards and when scheduling your review times, keep in mind how you learn best and consider:

- including pictures, colors, graphics
- quizzing yourself out loud
- solving actual problems
- studying with a group of friends
- explaining material to someone else.







TRY THIS

Before you write your next exam, use the following PRE-EXAM CHECKLIST to assess how prepared you are for the exam. Start by testing yourself on how well you prepare for exams. Have you done the following? Check off only those that you have done.

Exam Preparation Checklist

1. ____ Surveyed the material, bit by bit or section by section as well as overall.
   ____ Read the material carefully for understanding.
   ____ Asked myself questions about the material.
   ____ Recalled and recited what I read.
   ____ Made notes on the concepts and key points.
   ____ Reviewed the material frequently.

2. ____ Reviewed my notes. Made sure:
   ____ they were in order,
   ____ they were complete,
   ____ they made sense,
   ____ and I understood them.

3. ____ Decided what information needed memorizing.
   ____ Practised recalling information. Did this by:
   ____ reciting aloud,
   ____ telling another person,
   ____ or writing the information down.
   ____ Checked to be sure that what I recalled and recited was correct.

4. ____ Found out as much as I could about the exam.

____ Asked my tutor or instructor about the exam.

____ Found out the time limit.

____ Asked if it is multiple choice or essay.

____ Found out if I can take anything into the exam.

____ Asked if the exam format would be the same as the course quizzes.

____ Found out what parts of the course would be covered on the exam.

5. ____ Tried to predict what would be on the exam by noting:

____ what was stressed by the course objectives,

____ what concepts or issues were repeated during the course,

____ how much time was devoted to different topics,

____ what the tutor or instructor stressed.

6. ____ Allowed adequate time leading up to the exam to review at spaced intervals—perhaps forty-five minutes a day.

____ Did a final, complete review the day before the exam.

7. ____ Made sure of the date, place, and time of the exam.

____ Make sure the correct exam had been received by the supervisor.

____ Tried to get a good night's rest every night, but especially before the exam.

* Taken from: Virginia Nilsson. *Improve Your Study Skills: Taking Exams*. Athabasca, AB: Athabasca University, 1988.

A POST-EXAM CHECKLIST

After you have written an exam and have received your results, it is useful to go over it, to learn from what you did well and the mistakes you may have made. This can help you prepare for the next exam and avoid making the same errors.

TRY THIS

Take one of your old exams and go over it using the checklist below.

1. ____ I mis-read the question.
2. ____ I didn't understand the question.
3. ____ I ran out of time.
4. ____ I couldn't remember the answer.
5. ____ I didn't know *that* would be asked.
6. ____ I made a careless mistake (e.g., calculated wrong).
7. ____ I didn't give the answer that was asked for.
8. ____ I spent too much time on questions not worth very much.
9. ____ I didn't do well on the multiple choice questions.
10. ____ I didn't do well on the essays.

If you checked off 1, 2, 3, 6, 8, then page 26 will provide you with some general tips on writing exams. Numbers 5 and 7 deal with how you prepared for the exam. Some of the suggestions in Part I of this booklet will help you anticipate what will be on an exam. If you checked 9 and/or 10, then the tips on writing objective exams (page 27) will be of assistance to you.

LOOKING AFTER YOURSELF

One very important consideration during exams is physical and emotional well-being. This includes getting adequate rest, keeping to your regular routine, eating regularly, being aware of tension and attempting to reduce it, and being aware of the tendency to abuse substances such as alcohol and drugs when under stress.

If you are having trouble with anxiety and not making any progress reducing it, and you feel it may get out of control, then contacting a counsellor, tutor or doctor for help is an important step. Becoming involved in tension-reducing activities just before exams can often help as well. If you have studied well, taking a break from reviewing will not cause you to forget the material and may reduce anxiety enough that recall is actually enhanced.

PART II: WRITING EXAMS

There are two basic types of examinations:

Objective exams include multiple choice, true and false, matching, fill in the blanks, short answers and problem solving questions. Questions are usually designed around specific details related to "who", "what", "when", "where" and the assumption is that there is only one right answer.

Essay exams ask the learner to synthesize all relevant information, organize it, write about it, and often to support arguments with facts or examples. The essay question provides more leeway in interpretation and expression on the part of the writer. Many exams, of course, are combinations of the two.

This section of the booklet outlines some general guidelines for writing exams and provides some practice in writing both objective and essay type exams.

GENERAL TIPS

Some general strategies for writing examinations, regardless of whether they are objective or essay, include the following:

1. Check through the entire exam. See if all the pages are there, check the ratio of objective to essay type questions, the content of the questions, time allotted for each, and so on. Ask for clarification if there is any confusion.
2. Read the instructions carefully and circle/underline the key words. For example, underline words such as "solve", "show your rough work", "choose one of the following."
3. Estimate and budget your time based on how the marks are distributed. Keep track of your time and allow enough for review.
4. Jot down ideas as they occur to you. Use one or two words to represent the thought and remind you of the idea.
5. Answer the easy questions first. This helps to get you started, reduces your anxiety and increases your confidence. It also ensures that you will get credit for what you know if you run out of time, and it may jog your memory for a more difficult question.
6. Answer each question systematically. Draft the answer and write something for each question. The process of reading the question and jotting down ideas may jog your memory,so if you can't answer the entire question you may earn partial credit.
7. Review and correct the exam.
8. Use all the time allotted. Staying until the end may enable you to recall additional information.

WRITING OBJECTIVE EXAMS

1. Try the questions in order.
2. Read every word in the question.
3. Determine the correct answer before looking at the options.
4. Read each option and eliminate incorrect ones (cross it off or put an X beside it).
5. Circle or underline the key words.
6. Watch for qualifying words and absolutes. If answers are absolute (all, none, never, always) they are usually wrong or false.
7. Watch for and don't be confused by double negatives (the use of two negative words in the same sentence).
8. Note if the stem (question part) and an answer match grammatically (e.g., "an" before a vowel, singular/plural verb).
9. Note if the answers to multiple choice are similar or contradictory. If some answers contradict each other you may be able to eliminate them.
10. Look for degrees of correctness. Very high or very low numbers can usually be eliminated.
11. Look for familiar phrases which may have been taken from the text, lectures or correspondence materials.
12. When filling in the blanks, look for clues in the language and sentence structure.
13. Consider the number and length of the blanks.
14. When solving number problems, estimate the answer before you start and maintain accuracy by writing carefully, copying exactly, keeping digits in columns and keeping measurement units consistent.
15. When answering matching questions, start with the longest column first, eliminating the easiest first.
16. If you don't know the answer, make your best guess. However, do this at the very end, after you have tried to answer correctly.
17. Be cautious about changing answers.

TRY THIS

Try the following questions. Note the clues in the question that might help you to eliminate certain answers.

1. Men always weigh more than women. (T/F)
2. In our solar system there are:
   a. no planets.
   b. 9 planets.
   c. 1 planet.
   d. 219 planets.
3. H_2O is:
   a. the chemical symbol for household garbage.
   b. an explosive gas.
   c. a non-explosive gas.
   d. the symbol for water.
   e. all of the above.
4. Flying is a form of transportation available:
   a. to birds only.
   b. to most birds, some animals and people.
   c. to gophers and snakes.
   d. to airline pilots only.
5. William Shakespeare was an _____
6. Match the following:

knife	saucer
cup	hat
tea	fork
coat	chair
table	pot
	peanut

7. Solve the following:

Add 4752
643
05
1503
615
45
186

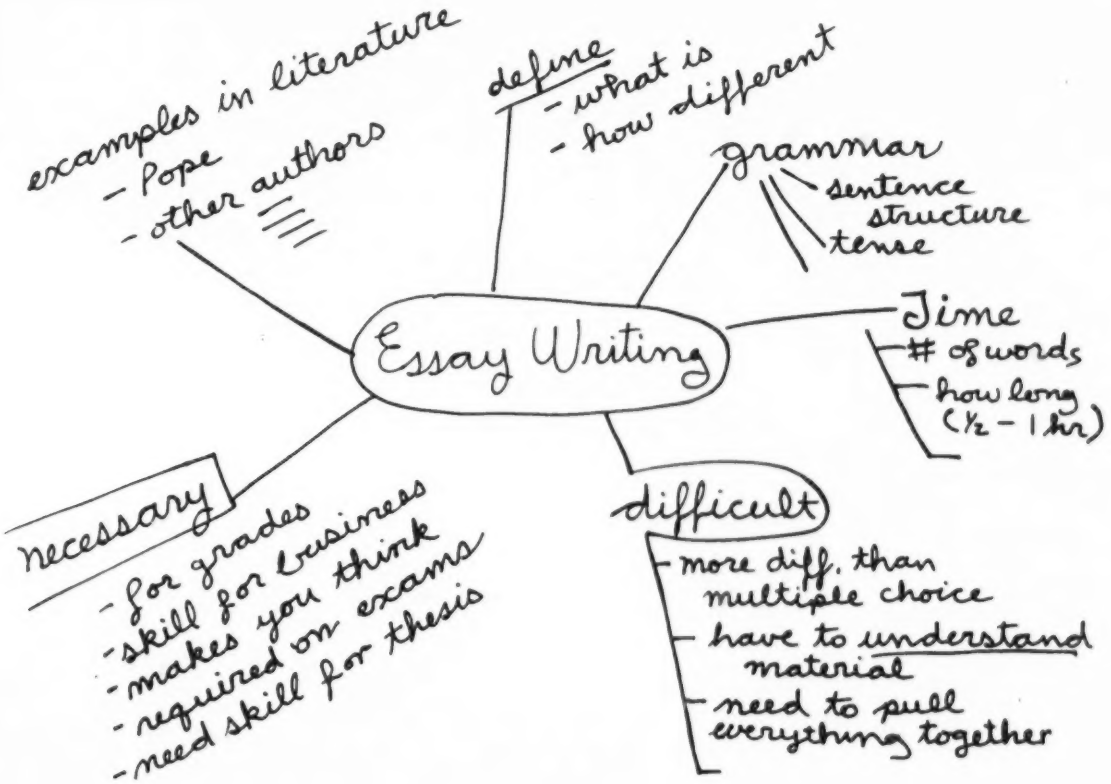
Subtract 675803
-523714

See page 33 for the answers.

WRITING ESSAY EXAMS

Here are some general tips for writing essay examinations:

1. Understand the general instructions.
2. Read the questions carefully. Underline the key words and decide what you are expected to do.
3. Do the easiest questions first.
4. Jot down ideas as they occur to you beside each question.
5. Estimate how long it will take to write the essay:
   100-150 words—approximately 20-30 minutes.
   300-500 words—approximately 45-60 minutes.
6. When you have enough information, organize the essay by developing a brief outline. State the main point(s) and number your ideas, arguments or examples. An outline provides you with all the major points you want to include in your essay. There are many ways to approach an outline.
   (a) One suggestion is to place the topic in the center and then brainstorm all the ideas related to that topic—ideas you might want to include in your essay. From this you can develop an introductory sentence and a concluding one. Often, each area that you have identified can lead to a paragraph or two. For example:



(b) Another approach is to state what your essay is about (i.e., write the topic sentence), then list all the ideas that come to mind related to this topic, supporting your position with statements or examples. Here is an example of this approach:

1. Essay writing is a necessary evil
   - (a) makes you think
   - (b) makes you pull together all the material in the course
   - (c) have to back up arguments
   - (d) have to really understand material
   - (e) helps you to express yourself
   - (f) good preparation for business

emphasize this →

2. Essay writing is difficult
   - (a) have to pay attention to grammar
   - (b) understand material
   - (c) keep same tense throughout
   - (d) need an outline

3. Conclude: although its difficult the benefits (1) outweigh the difficulties

TRY THIS

The following is a mock essay question.

CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A BRIEF OUTLINE FOR IT.

1. Present your viewpoint on the issue of Abortion. Back up your arguments.

OR

2. Discuss what you would do if you won the lottery.

OR

3. Comment on the statement: "Fitness is for everyone."

OR

4. Compare and contrast winter and summer sports.

OR

5. Discuss the issue of smoking in public places.

ASK YOURSELF:

Which question do I know most about? (If unsure, jot a few notes for each one and then decide which area you know the most information about.)

What ideas come to mind? What examples can I use? How will I back up my arguments? What is my conclusion?

Use the space below to jot down a few ideas in the form of an outline. Use the examples given or make up your own.

TRY THIS

Choose ONE of the courses you are presently taking. Think of a possible exam question based on the material in the course. Will you need to discuss, compare/contrast, outline, comment on, etc.? Write your question here:

Now organize your thoughts into an outline that could be used to answer the exam question.

ASK YOURSELF

Is the outline organized according to the instructions given in the question? Does the outline reflect the scope of the question asked? Would the outline be easy to follow? Have you included all the points you want to make?

REMEMBER, when writing an essay type exam:

- State what you are going to do in the essay.
- Do what you said you were going to do.
- Summarize what you did.
- Keep it simple and to the point (don't get too wordy).
- Check over your work for errors before handing it in.
- If rushed for time, write an extended outline rather than a full answer. You may get partial marks.

Answers to Objective Quiz

1. False—tip #6—watch for qualifying words. Absolutes are usually false.
2. (b)—tips #8 and #10—The sentence should match grammatically, and watch for degrees for correctness. Very high or very low numbers can often be eliminated.
3. (d)—(b) and (d) contradict each other. Because of this (e) cannot be correct. Two answers contain the key word "symbol" so you may be able to eliminate one.
4. (b)—options that do not allow for exceptions are usually wrong.
5. English author or English playwright. Tip #12—when filling in the blanks, look for clues in the language ("an" is followed by a vowel) and sentence structure. Also, consider the number and length of the blanks. Here the blank is short, so a lengthy answer is not required.
6. knife saucer
   cup hat
   tea fork
   coat chair
   table pot
   peanut

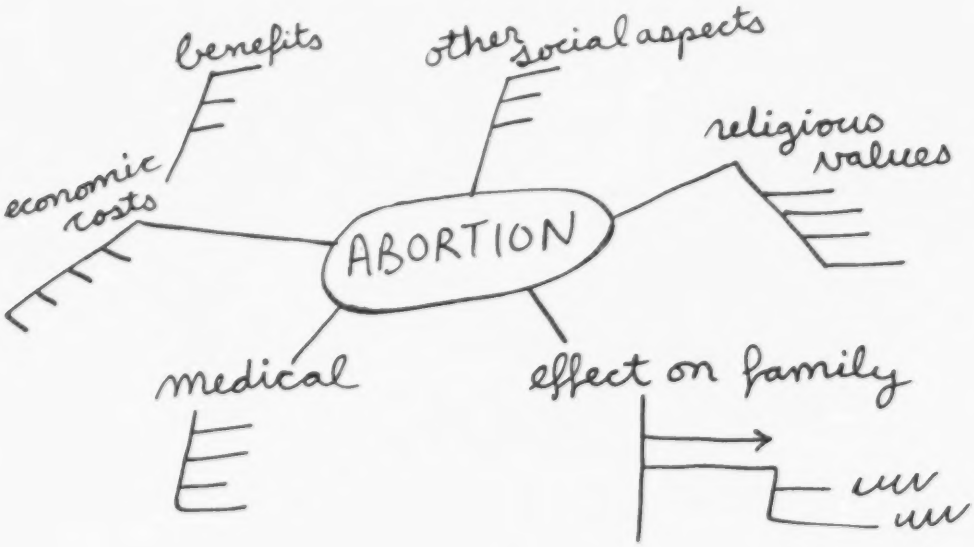
   Tip #15—Start with the longest column first.
7. Addition: 7,749

   Subtraction: 152,089

   Tip #14—when solving number problems, estimate the answer before starting and maintain accuracy by writing carefully, copying exactly and keeping digits in columns.

Essay Question

One outline on ABORTION might have included the following items:



An outline on the FITNESS question might have looked like this:

1. Fitness benefits everyone - regardless of age or condition
   - ⓐ — define fitness
   - ⓑ — give benefits
     - i) — medical
     - ii) — psychological
     - iii) — physical appearance
     - iv) —
     - v) —
   - ⓒ - examples to back up
     - i) _____
     - ii) _____
     - iii) _____

2. Conclude → Outlined benefits of fitness & demonstrated that

CONCLUSION

This booklet has provided you with the opportunity to practise some of the most important skills associated with exam preparation and writing. You should be able to apply some of these ideas to your own situation. What is the most important thing you learned about exam preparation?

What is the most important thing you learned about writing exams?

What is the first thing you intend to do to prepare yourself for writing exams?

NOTES

EXAM PREP

500 copies of this lesson guide were printed at a total cost of $999.87, or $2.00 per copy.